REPORT RESUMES

ED 013 635 JC 670 855

IMPROVEMENT OF INSTRUCTION, PROCEEDINGS OF THE JUNIOR COLLEGE ADMINISTRATIVE TEAMS INSTITUTE (4TH, PENSACOLA, FLORIDA, JULY 27-31, 1964).

BY- SADLER, WILLIAM AND OTHERS
FLORIDA ST. UNIV., TALLAHASSEE
FLORIDA UNIV., GAINESVILLE

PUB DATE JUL 64

EDRS PRICE MF-$0.75 HC-$7.84 196P.

DESCRIPTORS- *JUNIOR COLLEGES, *EDUCATIONAL COUNSELING, COUNSELORS, *TEACHER AIDES, *INSTRUCTIONAL TELEVISION, TELEVISION, REMEDIAL READING, LANGUAGE HANDICAPS, ARTICULATION (PROGRAM), *TEACHER EVALUATION, LIBRARIES, COLLEGE LIBRARIES, FACULTY ADVISORS,

THESE 1964 PROCEEDINGS INCLUDE DISCUSSIONS OF THE FOLLOWING TOPICS--(1) ACADEMIC ADVISING, BY TEACHERS AND BY COUNSELORS, (2) PROFESSIONAL ASSISTANCE FOR INSTRUCTORS, (3) A STATEWIDE TV TEACHING EXPERIMENT, (4) THE BENEFITS OF A REMEDIAL READING COURSE FOR STUDENTS ON PROBATION, (5) A COMMUNICATIONS CLINIC TO CORRECT LANGUAGE DEFICIENCIES ON AN UNSCHEDULED, AS-REQUIRED BASIS, (6) THE VALUE OF STAFF SEMINARS IN ARTICULATING HIGH SCHOOL AND JUNIOR COLLEGE ENGLISH COURSES, (7) THE USE OF TAPES FOR INSTRUCTIONAL SELF-EVALUATION, (8) INSTRUCTIONAL SELF-STUDY, FOLLOWED BY EVALUATION BY VISITING EXPERTS, (9) THE IMPORTANCE OF THE LIBRARY IN THE LEARNING PROCESS, AND (10) THE NECESSITY OF COOPERATION IN BOOK SELECTION BY FACULTY, ADMINISTRATION, AND LIBRARY STAFF. (HH)

ERIC

ED013635

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

IMPROVEMENT OF INSTRUCTION

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 3 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 670 855

IMPROVEMENT OF INSTRUCTION

Proceedings of the Fourth
Junior College Administrative Teams Institute

July 27-31, 1964
Pensacola, Florida

UNIVERSITY OF CALIF.
LOS ANGELES

APR 27 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Southeastern Junior College Leadership Program
of
The Florida State University
and
The University of Florida
under
a
grant
from the

W. K. KELLOGG FOUNDATION

TABLE OF CONTENTS

Program iv

Consultants vi

Foreword. vii

IMPROVEMENT OF INSTRUCTION
by James W. Reynolds 1

DUTIES OF THE STUDENT PERSONNEL OFFICER IN THE IMPROVEMENT OF INSTRUCTION
by Robert Plummer. 24

ACADEMIC ADVISING? WE USE COUNSELORS
by Joe Fordyce and Terry O'Banion. 40

ACADEMIC ADVISING? WE USE FACULTY MEMBERS
by Webb Allen. 49

PROVIDING INSTRUCTORS PROFESSIONAL ASSISTANCE
by Wilson F. Wetzler 64

QUALITY EDUCATION: WHAT STANDARDS DO WE RAISE?
by W. Lindsey Mock 72

FIVE-COLLEGE COOPERATION IN DEVELOPING AND TEACHING A COURSE IN WESTERN CIVILIZATION VIA TELEVISION
by Merlin G. Cox 82

IMPROVEMENT OF STUDY
by H. O. Thomas 96

SEMINARS: AN APPROACH TO ARTICULATION
by Robert P. Andress 102

A COMMUNICATIONS CLINIC
by Marshall Hamilton 108

THE AUTO-CRITIQUE METHOD OF INSTRUCTIONAL EVALUATION
by John E. Anderson 118

SELF-STUDY IN PROGRESS--NO ADMINISTRATORS ALLOWED
by E. A. Knight 133

(Table of Contents, Continued)

WHO SHOULD SELECT THE BOOKS AND OTHER EDUCATIONAL MEDIA FOR THE LIBRARY COLLECTION?
by J. Griffen Greene 146

THE LIBRARY AND LEARNING IN THE JUNIOR COLLEGE
by Sara Srygley 153

A NEW LOOK IN COMMUNITY EDUCATION
by Carl Proehl 161

ADDRESS
by The Honorable Tom Adams 175

REGISTRANTS 183

PROGRAM

Monday, July 27

FIRST GENERAL SESSION - Raymond E. Schultz, Presiding

8:30 Invocation......................George Gambill

Welcome..........................Felton Harrison

Greetings........................Homer Reed, City Manager
Pensacola, Florida

"Improvement of Instruction"...James W. Reynolds

10:30
12:30 Discussion Sessions

2:00
4:00 Discussion Sessions

Discussion Leaders

Maurice L. Litton
James W. Reynolds
Raymond E. Schultz
Robert R. Wiegman

Tuesday, July 28

SECOND GENERAL SESSION - Robert R. Wiegman, Presiding

8:30 Music..........................Washington Junior College

9:00 "Duties of the Student Personnel Officer in the Improvement of Instruction"..................Robert Plummer

10:30 "Academic Advising? We Use Counselors"....................Joe Fordyce and
Terry U. O'Banion

"Academic Advising? We Use Faculty Members"...............Webb Allen

2:00
4:00 Discussion Sessions

Discussion Leaders

Boyd Israel
Walter Melko
William F. Scaggs
Bradford Tucker

Wednesday, July 29

THIRD GENERAL SESSION

Group A, Raymond E. Schultz, Presiding

8:30 "Providing Instructors Professional Assistance"
Wilson F. Wetzler

9:15 "Quality Education: What Standards Do We Raise?"
W. Lindsey Mock

10:30 "Five-College Cooperation in Developing and Teaching a Course in Western Civilization Via Television"
Merlin G. Cox

11:15 "Improvement of Study"
H. O.Thomas

Group B, Robert R. Wiegman, Presiding

8:30 "Seminars: An Approach to Articulation"
Robert P. Andress

9:15 "A Communications Clinic Serves Well"
Marshall Hamilton

10:30 "The Auto-Critique Method of Instructional Evaluation"
John E. Anderson

11:15 "Self-Study in Progress--No Administrators Allowed"
E. A. Knight

P. M. A visit to home of Naval Aviation--Merrill Symonds

Thursday, July 30

FOURTH GENERAL SESSION - Maurice Litton, Presiding

8:30 Music................Pensacola Junior College

Address..............Sara Srygley

10:30
12:30 Discussion Sessions

2:00
4:00 Discussion Sessions

Discussion Leaders

J. Griffen Greene	Sidney Sandridge
Lee G. Henderson	Sara Srygley

Friday, July 31

FIFTH GENERAL SESSION - James L. Wattenbarger, Presiding

8:30 "A New Look in Community Education"
Carl Proehl

10:00 Address.............The Honorable Tom Adams
Secretary of State of Florida

11:00 Summation and adjournment

CONSULTANTS

Lee G. Henderson, Assistant Director of the Division of Community Junior Colleges, State Department of Education, Tallahassee.

Maurice L. Litton, Associate Professor of Higher Education, Florida State University, and Associate Director, Southeastern Regional Junior College Leadership Program, Tallahassee.

Robert Plummer, Professor of Education and Assistant Dean, University of Michigan, Flint College, Flint, Michigan.

James W. Reynolds, Professor and Consultant in Junior College Education, The University of Texas, Austin, Texas.

Raymond E. Schultz, Professor of Higher Education, Florida State University, and Co-Director, Southeastern Regional Junior College Leadership Program, Tallahassee.

Sara Srygley, Associate Professor, Library School, Florida State University, Tallahassee.

James L. Wattenbarger, Director of the Division of Community Junior Colleges, State Department of Education, Tallahassee.

Robert R. Wiegman, Professor of Education, University of Florida, and Co-Director, Southeastern Regional Junior College Leadership Program, Gainesville.

FOREWORD

The fourth Junior College Administrative Teams Institute, sponsored jointly by Florida State University and the University of Florida, with financial support from W. K. Kellogg Foundation, was held on the campus of Pensacola Junior College, Pensacola, Florida, July 27-31, 1964.

One hundred twenty-four administrators from fifty-four public and private two-year colleges in eight states focused attention on improvement of instruction. This report contains the formal presentations. Unfortunately, space does not permit the inclusion of the many excellent ideas and observations offered during the exploration sessions.

The success of the Institute depended upon many--the participants, the discussion leaders, and the consultants. We gratefully acknowledge their contributions and express our sincere thanks to them. We are especially grateful to the host institution and to Dr. Merrill Symonds who served as local coordinator; to Mr. William Sadler, Kellogg Fellow at Florida State University who served as Assistant Director of the Institute and editor for these proceedings; and to Mrs. Martha Maddox and Mrs. Ruth Carson of the staff of Florida State University for assistance with planning and directing the Institute and for help with the publication of the proceedings.

It is hoped that these proceedings will be valuable to those who participated in the program and to other administrators who have occasion to read them.

Maurice Litton
Director of the Institute

IMPROVEMENT OF INSTRUCTION IN THE JUNIOR COLLEGE

James W. Reynolds
Professor and Consultant in
Junior College Education
The University of Texas

There are many reasons why I count myself as fortunate in being able to talk with you this morning. It gives me a chance to be in Florida which I have heard is a self-evident blessing. It gives me a chance to be again with my good friends living and working in the area served by Florida State University and the University of Florida (to be on the safe side I have listed these two great institutions of higher education in alphabetical order). It also gives me an opportunity to talk with an informed audience about a topic of mutual concern, junior colleges.

There is nothing more frustrating, as many of you know from experience, than to talk about junior colleges with people who have no concept of what these educational institutions are. The frustration reaches a point of being maddening when the audience is not only uninformed, but its members exercise the prerogatives of the ignorant; that of being adversely prejudiced as well.

With you this morning, the circumstances of ignorance and prejudice are completely absent. You are informed, and possessing this information, it requires no effort on my part to remind you that at the very heart of the whole junior college concept is the central core of superior instruction.

Since you are informed, I don't need to remind you that this central core was accorded such a position in a long procession of definitive publications on the junior college: McDowell in 1915, Koos in 1921, Eells in 1930, Bogue in 1956, Medsker in 1960, Thornton in 1960, and Fields in 1962.

Neither do I need to remind you that in a preponderant majority of statements of institutional purposes appearing in junior college catalogs, this central core of superior instruction occupies a prominent place. You know, as I know, that this recognition is accorded because superior instruction is one of, if not the most valuable product we have to give this nation.

While superior instruction as the unfailing hallmark of junior colleges has been important in the past, its importance is even greater in the immediate present.

Since World War II enrollments in colleges and universities in the United States have taken a phenomenal upswing. While a portion of this increase was temporary, as with the veterans who used their "G. I. Bill of Rights" money to defray their expenses in college, the increase in students observed in the last ten or twelve years was caused by more boys and girls persisting through high school and then entering college. And now, adding to this number, we note the arrival of the so-called war babies at the college portals.

The statistics of the increase in college enrollments present an unmistakable picture. Junior college enrollments have been consistently at the top of the basis of the percentage of increase.

Many of these enrollees in junior colleges--in other types of collegiate institutions as well--enter with serious handicaps in the way of succeeding in college. While in some cases, these handicaps are insurmountable, in a vast majority of the cases, students may be enabled to overcome the handicaps through the service of superior instruction.

If superior instruction in junior colleges has been regarded as important in the past; if it is of even greater importance in the immediate present; there is abundant reason to concede that its importance will be further enhanced in the future. The reason is simple.

As increasing numbers of students knock at the doors of colleges and universities, thereby filling to capacity the facilities of these institutions, many institutions of higher education are going to impose enrollment limits. It is already being done. It will involve an increasingly larger number of colleges.

The criterion for admission, in those institutions imposing enrollment limits, is that of demonstrated superiority of scholarship. Those unable to meet this criterion are and will continue to be in an ever increasing number of colleges, denied admission.

It is extremely unlikely that junior colleges, in any material number of cases, will impose such limitations. Such an action is contrary to another central core principle of these educational institutions. As a consequence, while the junior colleges will continue to enroll their complement of superior students, their ranks will be swelled with a larger number of average students. This situation demands superior instruction.

If, then, superior instruction continues to be the central core found at the very heart of the junior college concept, how can this superiority be maintained? Tradition provides a most satisfactory answer: by eternal vigilance based on the infallible results of constant evaluation.

To attain the status of a tradition, the formula just stated for maintaining superiority in instruction must have been in use over a long period of time. Again, as an informed audience, you know that this is true.

With you, I have worked in the satisfying of this formula. With you, I have seen its efficacy proved, proved many times. At the same time, however, I have observed, in many instances, a defect which has stood in the way of attaining maximum benefits. This defect, as I have observed it, consists of a conception of instructional improvement in too narrow a framework.

Instruction, as we are viewing the term, is a complex made up of many major parts, or dimensions. Moreover these parts operate efficiently only as they do so in their interrelationship with each other. To remove any one part from this interrelationship with the others destroys its significance as much as the destruction which takes place when a sentence, clause, phrase, or word is removed from the context in which it was originally employed.

This removal of parts of the complex of instruction from their integral place, or, as it was first described, accepting "a conception of instructional improvement in too narrow a framework," is a very common failing at all levels of education, including junior colleges. Hours are devoted to developing general education curriculums with little concern for how they will be taught, or to whom. Veritable mountains of information are gathered about students with no consideration for how teachers may best use the information to do a better job of teaching. Reams of paper are used to describe the best way to get teachers for the staff with no planning for orienting them into the instructional staff. Programmed instruction, team teaching, and audio-visual instructional materials are investigated with little effort to relate these to the prevailing campus atmosphere. But why go on?

It shall be my thesis that while practicality--defining problems of manageable size--demands that only segments of the instruction complex be studied at any given time, such study, to improve instruction, must keep the whole complex constantly in the picture. This thesis further contends that the moment that sight is lost of the relationship of the instructional segment being studied to the total concept of instruction, at that moment, any resemblance between the end results of the study and valid conclusions will be entirely coincidental.

In conformance with this thesis, I shall present for your consideration my idea of the total concept of instruction. This concept, I believe, must be kept constantly in mind as we study any of the parts.

The Director of your Institute has asked me to be subtle. He has asked me to weave into my presentation implications for student personnel program, curriculum, staffing, and the library, topics you will consider at succeeding sessions. I would like to be subtle, have always admired those who can, but unfortunately my subtlety becomes all too obvious. When I contrive, I never do so in a subtle manner.

As a consequence of my inability to comply with a reasonable request from your Director, I shall weave in the implications requested. For fear you miss them, though, I shall label each one as we come to it.

I should like to present for your consideration a concept of instruction comprising six dimensions: (1) the curriculum, (2) the students, (3) the teachers, (4) instructional setting and activities, (5) leadership, and (6) campus atmosphere. It shall not be my purpose either to describe the ideal in each of these dimensions, or to list the questions that should be answered by way of obtaining data for evaluation. My purpose shall be to remind you of significant aspects under each of these dimensions.

Before pursuing the dimensional aspects, however, there is one condition which is basic to success in improvement of instruction. Its indispensability, in my judgment is so pronounced that if this condition is absent, or even only partially present, there is little hope that efforts to improve instruction can succeed. Stated simply, the condition is the unswerving conviction on the part of every member of the professional staff that no student should be admitted to a junior college unless there is a strong probability that he can succeed, and this probability is based on tangible evidence.

Your first reaction, I'm sure, is that this condition is easy to satisfy. I'm equally sure that there isn't a person here whose feeling is that the institution he represents doesn't meet this requirement. Don't be too smug about it. Answer for yourself the following questions. The list is not exhaustive, just illustrative.

Do you have academic purists in your faculty who are much more concerned about the sanctity of their academic discipline than they are about students?

Do you have professional staff members who believe that failing work is invariably the result of hopeless laziness or lack of interest?

Do you have academicians that believe that some students are too stupid to learn and hence should take "shop" courses?

Do you have vocational teachers who believe the academic requirements for graduation are a grand waste of time?

Do you have a number of students who drop out when they might have been salvaged by superior instruction and a superior job of counseling?

If you can in good faith answer all these questions with a, "No," then you are on your way to satisfying the condition that was suggested.

I note in your program that one of your topics to be discussed on Wednesday is "Quality Education: What Standards Do We Raise?" Since it will not be my good fortune to hear this presentation, I shall not presume to comment on what it will say. In considering the topic in general, though, I take my stand with all of you in applauding high standards. I do contend, though, that the elevation of standards must be constantly equated with the admissions policy. Such an action is inextricably tied in with the condition I described.

And now to the dimensions listed earlier ---

The first dimension to be considered of those which relate to improving instruction is that of curriculum. In order to consider this dimension, it is necessary to do what many theorists say cannot be done, to separate the concepts of curriculum and instruction. The separation, it may be charged, rests on an inexcusable oversimplification of definition. Your speaker regards this charge as being without validity.

The curriculum, as the term is used here, consists of the aggregate of answers to the question, "What shall be learned?" The answers constitute the objectives of the junior college, of the several divisions or departments, of all the courses offered, and of the major divisions of each course. These objectives, moreover, should be found for each of the student activities.

Unless the implications of the objectives are thoroughly understood by the professional staff, there can be no sound basis for organizing instruction; no sound basis for evaluating student progress. Objectives do not constitute window dressing. They constitute, rather, the only satisfactory set of directions to govern the professional activities of the staff.

Instruction, in this setting, comprises the setting up of learning situations in which the learning experiences of the students will be consistent with the objectives. The success of this instruction is measured best by the extent to which the student's learning approaches, reaches, or exceeds the objectives.

The guiding principles for all learning objectives are the institutional purposes of the junior college. If these purposes are constructed carelessly, lack complete comprehensiveness, are not revised frequently, or cannot be observed to operate in some parts or all parts of the curriculum, their value as guiding principles is seriously impaired.

There is a tendency to state departmental or course objectives in relation to the cognitive realm of learning only. In such courses as those including the mastery of skills, attention is most often given to these in the list of objectives. The third domain of learning, the affective, is most frequently omitted from the objectives altogether.

Thus, if the dimension of curriculum is to be considered in improvement of instruction, the aspects described in the preceding paragraphs must receive attention.

Curriculum is one of the areas I was directed to stress as a basis for your further discussion on Wednesday. In looking over the topics for that day, I find only one and a part of another which pertain directly to curriculum. The remaining topics pertain more directly to instruction.

This observation comprises no criticism whatever. Instruction is the topic being considered. It might be fruitful, however, to include in the general consideration of these topics such questions as: (1) how do these topics relate to the institutional purposes, (2) how is their development influenced by the stated objectives, and (3) to what extent does the instructional topic give consideration to the three domains of learning, the cognitive, the skills, and the affective.

The second dimension of instruction that should be included in the evaluation program relates to the student. No doubt, there are some who would have listed this dimension in first place. It is an interesting consideration and could evoke much controversy. Such discussion as would ensue, however, would produce far more heat than light, and anyway, no significance is attached whatever to the order in which these items are presented.

Before looking at this dimension in greater detail, may I raise another flag. In this case, the flag is to remind you that my topic of students has implications for your sugsequently considered topic of student personnel programs.

It is perhaps too obvious to require repeating that the success of instruction depends in the final analysis on the learning it induces in the student. The objectives, mentioned earlier, are indispensable as guides to organizing learning situations, but the success of the organizing activity depends exclusively on the nature of the learning which the student acquires. Money spent on junior colleges could never be justified as boondoggling projects to support the professional staff.

Moreover, the organization of learning situations is effective only if a second factor is given major consideration: the nature of the learner--the student. This principle is too well-known and accepted, at least in theory to require further stress--or is it.

Mention was made earlier of the two very popular reasons for student failures: laziness and disinterest. Frequently, these expressed reasons are in reality infallible symptoms of teachers who don't take the student into consideration in organizing learning situations.

If the student is to be taken into consideration, what should be done? Obviously, the answer to this question will vary from student to student. To provide the variety required, the teacher must know two elements: (1) the basic principles of psychology of learning, and (2) the individual student. Attention to the first of these elements will be given in the ensuing discussion of the teacher.

What is needed to be known about students? Everything that affects his learning processes.

It is necessary to have accurate knowledge of the type of home from which he comes; his church life, if any; his associates. These are his sources of values, and his values are of critical importance.

His interests are significant as motivational factors affecting his learning. What are his hobbies? What interests were observed by his high school teachers and counselors? What does he do in his spare time?

There is no question of his ability affecting his learning. How able is he mentally, physically, emotionally?

To what extent has he made such important decisions as the selection of a vocation, the selection of a mate? To what extent has the making of these decisions been his own, or to what extent have they been imposed by others?

What does his past achievement, scholastically, socially, economically, vocationally, physically, aesthetically, indicate about aptitudes?

What is known of his health record, his vision, his hearing, his physical infirmities?

How well does he get along with others? What situations seem to frustrate him, create tensions? In what situations is he completely comfortable?

The information implied by these questions is needed vitally in the organization of an instructional program. Its magnitude suggests another idea, that student personnel programs conceived only in terms of guidance and counseling are patently inadequate. Guidance and counseling, to be sure, constitute a segment of student personnel, but only that.

Two aspects of the information about students should receive serious attention in the improvement of instruction: (1) the assembling of reliable, accurate data, and (2) the transfer of this information to the instructional staff in such a manner that it will be useful to them. The first aspect refers to the existence of a justifiable testing program; the second to steps taken to insure that instructors understand clearly the implications of the data, and the extent to which these data are used. Unused data from an elaborate testing program is not an unheard of phenomenon. The following poem illustrates the point delightfully. Unfortunately, I don't have information about who wrote it, or where it was published.

IN A GREAT LARGE FILE

"We've a splendid testing system. If you'd like it I shall list 'em
Said the city superintendent with a holy little smile.
"We measure kids and test kids to see what things infest kids,
And then repeat the process every little while.

"We give grammar tests and hammer tests and also Katzenjammer tests,
And German tests and vermin tests, the best we can compile,
Appreciation, condensation, information, lucubration,
To say nothing of vocation - Oh, a tall, tall pile.

"Our tests are often mental, but they may be merely dental
Or sometimes environmental (about the domicile).
Versatility and ability, then utility, then debility -
With indefatigability we choose the latest style.

"Constitution, restitution, home pollution, destitution,
Go-to-college, moral knowledge - just wait a little while;
Aptitudes and attitudes but seldom the beatitudes
For measurement of platitudes serves only to beguile.

"Physiology, sociology, entomology, and geology,
For present-day psychology says these things we should compile;
Metaphorical and clerical, historical, hysterical,
Our tests are quite numerical, and very much worthwhile.

"Spelling tests and yelling tests - no, I'm not selling tests,
But schools that seldom use them are very, very vile.
"We give our tests, record our tests (I wish we could afford more tests)
And I keep them--keep them--in a great, large file.

The third dimension in improving instruction consists of the teachers. By implication, the learning situation has been established as the critical point in instruction. Its structure has been seen to depend on nature of learning described in the objectives, and on the nature of the students described by what is known about them. The architect, the builder, the professional involved in producing the learning situation is the teacher.

The comment has been made frequently that the most important responsibility discharged by a board of education, of trustees, of regents, or by whatever name it might be known, is that of selecting the chief administrative officers. If this is true, by the same token, the most important responsibility of the chief administrative officer is the selection of teachers, either directly, as unfortunately he does, sometimes necessarily, or indirectly. Indirect selection requires the selection of a dean of instruction who can select the kind of teachers that are needed.

Teacher selection requires attention to such quantitative factors as highest earned degree held and number of years of experience, and while these do tell something about the candidate, there is much more that needs to be known. The best instructional programs are those in which some system has been developed for ascertaining the existence of the qualifications in addition to the two names.

Basically, the master teacher attains this quality by being outstandingly proficient in two areas: (1) knowing thoroughly what to teach, and (2) demonstrating constantly the ability to teach--induce learning in all students of the type specified in the objectives and organize learning situations so that this will happen.

The second of the traits just mentioned will invariably have at least two concomitants. One of these is a genuine concern for students and what and how they learn. In a very real sense, this feeling ties in completely with the conviction named as an introduction to the dimensions, the belief that no student should be admitted to the junior college unless there is a strong likelihood that he can succeed.

The second concomitant is that of the teacher's skill as a diagnostician. Learning is a highly complex function affected by a large number of factors. Frequently, malfunction in learning results from factors which are far from obvious. The teacher, skilled as a diagnostician can recognize symptoms overlooked by the inept which point to causes for the malfunction. It may well be that treatment for removal of such causes requires the services of a specialist--a skilled counselor, a psychologist, a psychiatrist. But these services will never be obtained without the diagnosis performed by the teacher.

It should be obvious that the teacher as a diagnostician will be required to rely heavily on assistance from various segments of the student personnel program. The reverse of this is equally true. No assembling of personnel data concerning students can be complete unless it includes such information as teachers can provide. Material from teachers who have become proficient as diagnosticians will be doubly valuable.

Much has been said thus far about the learning situation, its position of critical importance in instruction, its relation to the objectives stated in the curriculum, its relation to students, its relation to the instructional staff. In the fourth dimension of instruction, we are concerned directly with that learning situation. In essence, it is instruction.

In what may be for many an unacceptable overly simplified definition of learning, it still might be said that learning consists of a modification of behavior, psychologically defined behavior, brought about by the learner's reaction to his environment. If this definition may be agreed upon for the time being, then the learning situation in junior colleges, insofar as it is structured by the teachers, consists of an environment that is contrived for the purpose of inducing the type of learning experience (reaction to the environment) that is described in the objective.

Conceptualized in this manner, the learning situation consists of the interpersonal relations involving teacher and student, and student and student; the instructional methods selected by the teacher, the instructional materials utilized by teacher and student, and the setting in which the learning situation is created. Each of these four parts of the learning situation is capable of evaluation, not only in isolation, but also in their relationship to each other. Regardless of how appropriate certain methods, materials, and settings may be for certain students, if their selection ignores the factor of interpersonal relations, it may provide totally inappropriate methods, materials, and setting for a student from a disadvantaged group.

The learning situation presents an outstanding example of a piecemeal approach to evaluation of instruction as a basis for improvement. Studies have been made of methods, of materials, of settings. Sociograms and other devices have been used to investigate interpersonal relations. There is no disposition to quarrel with those who pursue such studies. As has been stated, each is capable of being evaluated. The learning situation, however, is not an aggregation of discrete parts any more than a motor car is an aggregation of discrete systems. The learning situation, as the motor car, functions well only when the several parts (systems) operate as a unitary whole.

As consideration to the wide variety of settings within which the learning situation may operate, it becomes apparent that the presence of the teacher is not an absolute requirement. There are many who will argue, your speaker included, that the responsibility of the teacher is to work himself out of a job as a director of student learning activity with an individual student, just as this is the job of a couselor with an individual counselee. That this ideal is far from being attained is attested by the fact that teachers still insist on spoon feeding graduate students clear through the upper reaches of the doctoral program. Please note where the blame was laid.

It would be well to note that the teacher, on the basis of what has been said, actually shifts jobs somewhere along the line. He ceases to be a director, and starts being a resource.

The library is a good example of a setting for learning situations in which the presence of the teacher is not an absolute requirement after assistance has been given by both teacher and librarian in the use of the library. The student goes to the library with a definite learning objective in mind. With such assistance as may be provided by the library staff, by the catalog, by such published indexes as are needed, he locates what he needs and satisfies the learning objective in a learning situation which is partly of his own creation.

Perhaps before leaving this dimension, in line with consistency, I have laid a base of implications for your subsequent discussion of the library.

The fifth dimension suggested as being a part of instruction is that of the leadership provided for improvement of the program. One individual and one group of individuals comprise the nominal leaders in this undertaking: (1) the dean of instruction, or by whatever name he might be called, and (2) the divisional or departmental chairmen.

Leadership is exercised through a variety of media. Among these are divisional or departmental meetings, general faculty meetings, inservice instructional improvement projects, and individual conferences.

It is assumed that an accurate set of minutes will be kept on file for all the group meetings, and a resumé will be written up of every conference. These minutes and notes constitute an excellent basis for evaluation.

The dean of instruction will bear full responsibility to the president for efforts to improve the instructional program. Consistent with this responsibility, he will exercise the major influence in the selection of faculty members. Any other administrative arrangement charges him with a responsibility, the discharge of which is hampered by his work with a faculty chosen by some other person.

A recent investigation of a sample of some 70 junior colleges scattered throughout the United States revealed that in an overwhelming number of cases, neither the dean of instruction nor the divisional or department head visit the classrooms of the instructors while class is in session. While the information merely confirmed a belief that existed, it still doesn't explain why this form of supervision is not used.

The practice represents a team approach to finding ways of improving instruction. The teachers experience certain difficulties, not at all an unusual discovery even with master teachers. He analyzes the situation, confers with the dean on the problem, invites the dean or departmental chairman to visit the class or classes in which difficulties are occurring. Since the invited visitor has been previously apprised of the nature of the problem, his observation has been provided focus. Following the visit there is a further conference or conferences on the matter with a good chance that a solution can be found for the problem.

When questioned on why this doesn't occur, teachers and deans or chairmen have implied strongly that such an action has something to do with the dignity of the teacher. This is a most unusual answer since consultations of this type are common in other professions. Medical doctors and lawyers feel no yielding of dignity in such consultations.

Another area in which leadership is all too often neglected concerns the orientation given new faculty members. A teacher's handbook is a valuable tool for such orientation, but just as the use of a textbook in a course doesn't preclude the need for a teacher, so handing a new teacher a teachers handbook doesn't preclude the need for some person to person assistance in the matter of orientation.

There is still another area in which leadership needs to be exercised, one which has already been mentioned: the departmental (or divisional meeting) and the general faculty meetings. On the basis of many observations, it is suggested that leadership fails most in these meetings by permitting them to be devoted exclusively to housekeeping chores.

Improvement of instruction takes place best when such meetings concern themselves with genuinely professional problems. These are the problems which provide a real challenge to a truly professional instructional staff. It is little wonder that faculty members develop a cynical attitude toward the plethora of meetings in which they devote their time to the insignificant housekeeping chores which can actually be performed best by the administrative staff. Such wasting of the time of the instructional staff *really constitutes an insult to their dignity*. Moreover, the challenge of performing housekeeping chores is a low-level challenge. Instructional programs are improved by high-level challenges--those involved in tackling professional problems.

The sixth and final dimension of instruction concerns campus atmosphere. Is the campus one on which the greatest emphasis is placed on the values of education, or on matters which are only peripheral to education.

A campus with an atmosphere conducive to improvement of instruction doesn't have to be one which has a dull, drab, mustily intellectual atmosphere. The type regarded as desirable can exist on a campus that fields intercollegiate athletic teams, has its full complement of social life, or even boasts a girls' drill team, if this archaic term can be used.

The critical issue is one of values and perspective. The three activities listed just now are not in any sense undesirable. They create an unhealthy climate for good instruction only when they are permitted to get out of perspective; when they are permitted to occupy a position equal to the instructional program.

Who holds the spotlight on the junior college campus, the basketball team or Phi Theta Kappa; the girls' drill team or the student government; the winning of the conference athletic crown or the success record of terminal and transfer students? Is religious emphasis week a set of motions or a time for genuine soul-searching? Do the campus favorites attain their position on the basis of extracurricular activities only, or on the basis of solid scholarship augmented by leadership in student affairs? What are the values served by award assemblies, by the college annual, by the college newspaper? To what extent do faculty members aid and abet that peculiar student practice of great instructional potentiality, the bull session? Are popular faculty members chosen because they are simply good Joes, or because they lead students both in and out of the classrooms to do some real, critical thinking? These are some of the questions which relate directly to a campus atmosphere conducive to good instruction.

In conclusion, though trite, it is still true that good instruction is evidenced exclusively by good learning, and at the center of good learning will be found good learning situations. To be good, these learning situations will conform to two sets of directions: (1) the descriptive nature of the objectives, and (2) the learning characteristics of the students. The master teacher will include a thorough knowledge of what to teach with a demonstrated ability to organize good learning situations. The work of the teacher will be assisted by competent leadership and carried on in a campus atmosphere which is favorable to the successful performance of his most important professional responsibility: instruction.

That, as I see it, is all there is to it.

DUTIES OF THE STUDENT PERSONNEL OFFICER IN THE IMPROVEMENT OF INSTRUCTION

Robert H. Plummer, Professor
of Education and Assistant Dean
University of Michigan

I bring you greetings and the cool Arctic breezes from the land of Hiawatha and Paul Bunyan, where I spent the last three weeks on the shores of Lake Michigan, sleeping with blankets. I was quite pleased with the idea of coming to Florida until my wife, with a women's masterful ability to inflate the male ego, suggested that the people that Floridians really want to hear, are invited during the winter.

The land frontier of our great-grandparents disappeared at the end of the 19th Century. It has been replaced in this century by a frontier of knowledge, represented by higher education. On this new frontier we are crossing the Alleghenys. We are just passing through the Cumberland Gap, so to speak, taking the easy course of the liberal arts Germanic tradition. There are many uncharted forests and swamps ahead. The revolution in knowledge is creating a manpower revolution. Machines do the physical work, and now computers do more and more of the mental work. Many of you saw in last week's Time where St. Louis Community Junior College sent their schedule out to McDonell Automation Center, where it was fed into an IBM 7094. In less than thirty minutes the computer produced a schedule that would keep the institutional areas in use for 80% of the time. As a result, 100,000 square feet can be cut off the building plans for the new campus, saving the institution $3 million dollars. We are living in a revolution of increased production and increased leisure time, with a challenge of creating 35 million new jobs in the next five years for the new students who will be entering the labor force and for those replaced by automation.

In this audience are the Daniel Boones, the Davy Crocketts, the Lewises and Clarks of the 20th Century, who can extend the frontier of knowledge to thousands of youngsters not yet tapped by higher education. Let me very unscientifically define three groups knocking at the doors of higher education. There is the well defined, capable and eager group of students with better than 2.5 averages on the 4.0 system, anxious for a liberal arts education. Then there are students with an average between 1.5 and 2.5 who aspire, many times due to social background in our culture, to a liberal arts education. And, third, there are those that are occupationally oriented. They want to use their hands immediately along with their mind. I feel that in the first group not much teaching skill is demanded. These students could almost teach themselves. The professor needs only to be a researcher on the frontier of knowledge, seducing the students with the great ideas that will bring about the great society.

But to meet the needs of the last two groups, higher education has to develop a cafeteria type education. In the process they must change the present sloppy art of teaching into a scientific art of teaching. Our best and greatest teachers are needed in the junior colleges and they should be paid a premium over other divisions of higher education in order that the job will get done properly. The teacher of the future is going to be like the psychiatrist. He's going to have to be skilled in finding out where the students are and then get his satisfaction from moving the student to a point closer to where he should be. My assignment this morning is to introduce some hypotheses on the duties of the student personnel officer in the improvement of instruction in the junior college. I have tried to limit this to five hypotheses since we have five digits on one hand, the easiest of counters, but I may end up with six or seven to offer a baker's half-dozen.

HYPOTHESIS I: THE CO-CURRICULAR ACTIVITIES OFFER SIGNIFICANT OPPORTUNITIES FOR EDUCATIONAL AND SOCIAL DEVELOPMENT OF JUNIOR COLLEGE STUDENTS THAT CANNOT BE ACHIEVED WITHIN THE CLASSROOMS.

There can be extended services to curriculum and faculty in the co-curriculum by getting faculty involvement in advising and participating with students in the informal common meeting ground of extra class activities. Wrenn (22) at the University of Minnesota says that student organizations can serve as field situations and reality-testing laboratories for the concepts and values stressed in the classroom.

The student personnel officer can help improve instruction by enriching collegiate experiences in four ways.

1. Introduce interracial and interreligious conflict of the community and build respect for diversity.

2. Introduce the student to world citizenship by bringing programs on international affairs to the campus.

3. Saturate the extra-curricular activities with intellectual content. One campus has intellectual retreat camps for selected students built around exciting conversation.

4. New preparation for citizenship by contributing to the societal obligation to be informed. It was the aspiration of Thomas Jefferson that citizens would give thoughtful examination to relevant evidence. This can be done on the campus by the exploitation of controversy with certain ground rules. One campus gets national authorities in a dialogue seminar with students by phone. They pay a $50 fee and a $13 phone bill for a half-hour session.

Last summer one junior college arranged for three of their students to tour Europe for 25 days. The expense per person was $500. The result with one of the students who had a low self-concept was as follows:

1. Tremendous progress in lowering cultural provincialism.

2. Significant increase in self-image and self-confidence.

3. Greater assumption of adult role and less dependence upon parents.

The inexpensive interchange between countries of matched students, travel by American Youth Hostel, sports activities organized for beginners, hootenanneys of faculty and students only begin to scratch the potential of correlating the cocurriculum with the curriculum. Student personnel people are the catalysts in bringing the students and faculty together. Understanding by the faculty of the problems of the students whom he teaches is indispensible for effective instruction.

HYPOTHESIS II: A ONE-YEAR PROGRAM OF EXPLORATORY AND REMEDIAL COURSES WILL ACHIEVE GREATER EFFECTIVENESS WITH STUDENTS OF LIMITED ABILITY AND BACKGROUND IF ADMINISTERED OR COORDINATED BY THE STUDENT PERSONNEL DIVISION.

Let's give student personnel a piece of the curriculum so that they can work directly in improving instruction. Let us resolve the conflict between faculty and "open door" student personnel by an experiment placing under the direction of the Dean of Students an unclassified curriculum for those not qualifying or fitting the college transfer, the occupational or the community service curricula. The unclassified curriculum, a maximum of one year length, would lead to a 13th year certificate if it turned out to be terminal for those who within a year did not transfer to college parallel or occupational curricula. The certificate would represent 20-24 credit hours chosen from the following areas:

1. Integrated counseling and psychology course as worked out by Glanz (6) at Boston University Junior College.

2. Remedial English and math courses as worked out by Meister (11) at Bronx Community College.

3. Reading and study skills course as worked out by Radner (14) at Staten Island Community College.

4. Exploratory occupational courses with approval of adviser.

5. Exploratory transfer courses with approval of adviser.

6. New curriculum of independent studies: student selects programmed problems from 100 different areas of social sciences, humanities and sciences as worked out by Wilcox (20) at Harvard. Blocker (12) of the University of Texas and this writer have identified 30 problem areas in the social sciences that could be used for independent study.

There are several logical implications from the 13th year certificate program:

1. The college transfer curriculum is relieved of students having a lack of readiness.

2. Student personnel teach the integrated guidance psychology course--academic faculty thus get a faculty image of student personnel workers.

3. The invitation to failure of the "open door" policy is eliminated as there is a termination goal in the 13th year certificate for many who will not go on to a transfer or occupational curriculum.

4. An analytical study in the new curriculum of the student's choice of problems and his progressin measuring them would add a potent measure of interest and motivation for real goals. As guidance can give information on individuals for curriculum goals so curriculum can give information to guidance for individual goals.

5. The opportunity for a "people's college" is maintained, reversing Canada's undemocratic 13 year certificate for 10% to a United States possible 90%.

HYPOTHESIS III: STUDENT PERSONNEL WORKERS CAN FURNISH DIAGNOSTIC SERVICES FOR LEARNING DIFFICULTIES AND ADVISE THE FACULTY ON LEARNING THEORY: ASSISTING THE FACULTY WITH INDIVIDUAL DIFFERENCES AND EMOTIONAL BEHAVIOR IN ALL INTELLECTUAL EXPERIENCES.

There can be extended services to curriculum in counseling.

1. Services to curriculum can be extended according to Glanz (5) by student personnel being qualified to advise with faculty on learning theory; helping the faculty see the place of individual differences and emotional behavior in all intellectual experiences.

2. Through increasing the therapeutic training of the student personnel staff. Williamson (21) defines counseling as a psychological occupation (a two-year masters in psychology with supervised practicum) with advanced training in psychotherapy, in personality theory and development, and in personality appraisal. Student personnel workers need sophistication in diagnosing capabilities, interests and motivation. The talents and aspirations of students are so wide in the junior college that counseling and assistance to faculty requires more professional training than if the range of talents were narrow.

3. Should student personnel workers do academic advising?

There are many answers to this question.

a. Use faculty in the field of the students' selected major.

b. Release time to selected student oriented faculty with a salary differential for advising.

c. Use professional counselors.

d. Use experienced students.

On our campus where we use released time of faculty I recently overheard a student say, "The advising around here is minus, minus, zero."

One of our clinical psychologists has said that using professional counselor trainees is a "rat fink" operation.

We won't know the final answers until we scientifically compare the results of the various methods. This will take research money. Until the findings are in, I would use academic faculty for students who have declared an academic major and professional counselors for the undecided.

HYPOTHESIS IV: THE SPECIFIC CONTRIBUTIONS OF THE STUDENT PERSONNEL OFFICER TO INSTRUCTION AND CURRICULAR DEVELOPMENT WILL BE MORE EFFECTIVE IF CONSIDERABLE EFFORT IS GIVEN TO INSTITUTIONAL RESEARCH AND THE INTERPRETATION OF FINDINGS TO THE FACULTY AND ADMINISTRATION.

There must be follow-up in evaluating the course of instruction. The University of New York State (18) has set up criteria for measuring programs. There must be follow-up of graduates to determine the effectiveness of the curriculum and how it should be revised. There is a paucity of published follow-up studies evaluating results.

What has happened to junior college graduates? What can they tell us? In a related bit of research Averill (1) of Parsons College evaluated 57 topics taught in a course of elementary statistics and found seven major topics, which if students were trained in, would result in employment in industry. Clarity of objectives and the building of adequate programs comes from intensive community and occupational surveys innovated by the student personnel staff for the curricula improvement.

Services to curriculum can be extended according to Tyler (17) of Stanford by a systematic appraisal of the learning being provided. Ruth Strang has long said that research is a major function of student personnel services. D'Amico and Martorana (4) of the U. S. Office of Education found 600 research and information reports on the two-year college in periodicals from 1950 to 1960. There were very few articles in the areas of instruction and curriculum development. Only nine percent of the 600 articles were written by junior college faculty and special service personnel. Yet it is this group that has the most advanced training in research techniques. They are the most directly involved in serving the educational needs of students and they are the most sensitive to possible research studies for improving programs and instruction. What load adjustment, what rewards are necessary to get student personnel and faculty to meet their mutual responsibilities in research? We know that some of the most influential counseling, right or wrong, comes from the student's peers. We need to know how to increase the positive qualities of this informal and effective counseling.

HYPOTHESIS V: THE STUDENT PERSONNEL OFFICER CAN IMPROVE CURRICULUM BY DOING COMMUNITY AND AREA VOCATIONAL SURVEYS THAT WILL PRODUCE COOPERATIVE WORK EXPERIENCE PROGRAMS IN THE CURRICULUM.

Greater numbers of junior college students will accept vocational curricula if job-related opportunities are available on a cooperative basis and if job placement upon completion of the program can be assured. The root of culture is vocation. Harris (7) of the University of Michigan predicts that seventy percent of our labor force is to be in the semi-professions--managerial, sales, public service, technical, and highly skilled occupations. High school education is not enough for semi-professions. The 1962 Manpower Training and Development Act in its first year put 80 programs in 50 junior colleges (19). This is a type of education not touched by the universities and liberal arts colleges and is the unique function of the "peoples' college."

Richardson (13) of the Junior College District of St. Louis and this writer propose that when occupational training includes a large percent of cognitive work, including regular academic courses in mathematics and science, that it be in the technical curriculum along with the transfer division under the dean of instruction. When less than half the training is cognitive and the mathematics is a part of shop courses it becomes a vocational curriculum under the placement director who reports to the dean of students. No vocational curricula should be started unless there is opportunity in the college's service area for on the job training. This work-study curriculum can have high status if every graduate of the program is assured placement by business and industry. Vocational programs should not be started until there is sufficient community interest and responsibility developed to assure the placement of the graduates trained. Vocational and retraining programs will never be more than unproductive orphans as long as they remain an unwanted adjunct to the academic or technical programs and under the academic dean of instruction. If the colleges provide the appropriate training, there is a place in our man-power ranks for every out-of-school, out-of-work youth who has a desire to learn and self discipline.

HYPOTHESIS VI: AN ADMISSIONS PROCESS SCIENTIFICALLY DESIGNED TO HELP INCOMING STUDENTS ENROLL IN COURSES FOR WHICH THEY ARE PREPARED WILL STRENGTHEN BOTH THE CURRICULUM AND THE INSTRUCTIONAL PROGRAM.

> COROLLARY: IF STUDENTS KNOW WHAT THEY WANT TO DO AND WHAT THEY CAN DO THEY WILL VOLUNTARILY SELECT COURSES AND CURRICULA COMPATIBLE WITH THEIR ABILITIES AND BACKGROUND.

Admissions processes designed for more scientific classification of students will ultimately strengthen curricula and instruction. A one-year unclassified curriculum composed of exploratory and remedial courses should be coordinated and administered by the student personnel division. Williamson (21) at the University of Minnesota calls for statistically competent student personnel workers to determine prediction data (probability tables) for separate curriculums. Hills (8) of the Georgia Board of Regents, using regression equations, has worked out college expectancy tables whereby, given certain test scores and high school record, certain freshman average grades can be expected in a given college.

EXPECTANCY TABLE FOR ESTIMATING ACADEMIC PERFORMANCE FOR THE FRESHMAN YEAR OF ENTERING STUDENTS AT THE UNIVERSITY

ALL STUDENTS, MALE AND FEMALE: N=1,268

Index 2 V + M + 4 H	C or Better	B or Better	A	Proportion Admitted as Fall Entering Freshmen
400		93	49	↑
380		85	33	
360	98	73	20	
340	96	58	10	
320	90	42	5	100
300	81	27	2	↓
280	68	15	1	98
260	52	7		95
240	35	3		87
220	21			30
200	11			1
180	5			↑
160	2			0
140	1			↓
Per Cent of 1960 Freshmen Achieving:	58	21	1	

V = verbal score of S A T
M = math score on S A T
H = high school achievement in academic subjects

Students will make more realistic curricular choices when probability tables are carefully interpreted to them. A student with an index of 200 with 11 chances in 100 of making a C average will decide for himself about the particular college. Qualifications for different colleges or curriculae are judged by the starting point of the student and the fallacy of minimum test scores is avoided.

Based on disappointing results in efforts to predict curricular success, Thurston (16) attributes the difficulty to excessive numbers of underachievers and overachievers in the junior college population. She also challenges academic achievement as the sole measurement of student success in junior college curriculum. An analysis of grading practices by Bob De Hart within the faculty at Foothill College in California showed the inconsistency of grading within sections of a given course and suggested that efforts to predict degrees of success or failure will be seriously hampered until greater consistency in grading is achieved.

Student personnel workers need to develop tables for the hand minded as well as the word minded. Biggs (3) at Marymount College found in a study of 34 California Junior Colleges that 70 percent of the colleges used tests in screening for English courses but only one college studied predictors for the terminal curriculum.

We need more research in assessing non-cognitive factors. Why don't you do a little piece of this research? Many classification devices need to be researched. Next fall Flint Junior College prerequisites for classification in the science or engineering curriculum are to include a minimum score of 30th percentile on math and verbal scores of the M.A.T., a C average or better in one year of high school chemistry, a three-year sequence of English, two years of algebra, one year of plane geometry and one-half year of trigonometry.

One of the sore points between faculty and student personnel is the open door policy of admissions. Hutchinson (9) of the Broward County Junior College finds 1000 faculty members in 25 Florida junior colleges favoring (69 percent) restrictive admission to college transfer programs. Medsker (10) in California found that more than 75 percent of college staffs favored minimum ability and aptitude tests for admission to certain standard freshman courses in such fields as mathematics and English.

In order to maintain acceptable standards in the two-year college and at the same time help the student who is below the median, it is necessary to make a clear-cut distinction in the admissions to, and in the administration of, two separate programs. The two-year college, with its policy of unrestricted admission, has been widely praised as the avenue to post-high school education for the maximum number of youths. The simple truth is that public opinion demands that everyone have access to higher education in some form. The community college is the obvious alternative to an inundated state university. Consequently, the difficulties confronting the two-year college cannot be resolved simply by closing the open door.

My seventh brief point is not a hypothesis but a plea. Take the percentile distribution of IQ on the WISC (2) as follows:

120 or above - 10%
115 ± 5 - 15%
105 ± 5 - 25%
95 ± 5 - 25% approx.
85 ± 5 - 15% approx.
80 or below - 10% approx.

The liberal arts colleges and the transfer programs in the junior colleges are serving well the upper 25%. But what about the 25% between 100 and 110 and the 25% between 90 and 100. Here is the frontier of higher education. I think the training of the student personnel officer makes him the most flexible and adaptable person in higher education. The chance we have for leadership in curriculum at this point of time we will never have again. Where is your willingness to find elbow room for the median student in the vast forest, prairie and mountain ranges that are just over the horizon.

Is the percentile distribution for IQ the same for the creative type, the planning type, the decision making type, the communications type? How many dimensions of the mind are there? Are there ten? Are there fifty? How many new classification systems are needed for better curricula planning?

If I were to pick two summary points that stick out like thumbs it would be these:

1. Student personnel officers arise--get a piece of the curriculum while you can.

2. Student personnel officers arise--get the co-curriculum creating an intellectual climate in the college. You can teach critical evaluation of evidence, you can give field experience in the production of concensus.

BIBLIOGRAPHY

1. Averill, Edgar, "Why Offer Elementary Statistics," Junior College Journal, 42:22-25, December 1963.

2. Bigge, Morris L. and Hunt, Maurice P., Psychological Foundations of Education, Harper & Bros. 1962, p. 135.

3. Biggs, Donald A., "The Present Problems of California Junior Colleges in Enrolling Students in Appropriate Courses," Junior College Journal, 32:9-12, September 1961.

4. D'Amico, Louis A., "A Decade of Research and Informative Reports on the Two-Year College," Junior College Journal, 32:292-298, January 1962.

5. Glanz, Edward C., "Personnel and Guidance Work in a New Era," Junior College Journal, 29:141-145, November 1958.

6. ________________, "Freshman Psychology Course as the Basis of Student Personnel Programs," Junior College Journal, 38:290-95, November 1959.

7. Harris, Norman C., "Administrative Leadership in Vocational-Technical Education," Junior College Journal, 32:380-387, March 1962.

8. Hills, John R., "College Expectation Tables for High School Counseling," Personnel and Guidance Journal, 42:479-483, January 1964.

9. Hutchinson, Nan, "Three Images," Junior College Journal, 34:12-15, September 1963.

10. Medsker, Leland L., The Junior College: Progress and Prospect, Mc-Graw Hill, New York, 1960, p. 185.

11. Meister, Morris, "Operation Second Chance," Junior College Journal, 33:78-88, October 1962.

12. Plummer, Robert H. and Blocker, Clyde, "A Unit on Metropolitan Problems," Social Education, 27:257-258, May 1963.

13. ________________ and Richardson, Richard, "Broadening the Spectrum of Higher Education: Who Teaches the High Risk Student," Journal of Higher Education, 34:   , June 1964.

14. Radner, Sanford, "The Community College Reading Program," Junior College Journal, 30:379-380, March 1960.

15. Thurston, Alice, "Now That We Are Nine Feet Tall - A Look at Junior College Students," Junior College Journal, 32:334-339, February 1962.

16. Tyler, Ralph W., "The Teaching Obligation," Junior College Journal, 30:525-533, May 1960.

17. University of the State of New York, Bulletin #1332, A Guide to the Development of Programs for the Institutes of Applied Arts and Sciences, 1947.

18. Vaccaro, Louis C., "The Manpower Training and Development Act and the Community College," Junior College Journal, 34:21-24, November 1963.

19. Wilcox, Edward T., "The New Curriculum," Junior College Journal, 33:16-18, February 1963.

20. Williamson, E. G., "An Outsider's View of Junior College Guidance Programs," Junior College Journal, 30:489-501, May 1960.

21. Wrenn, G. Gilbert, "Student Personnel Services and Teaching," in The Two Ends of the Log, University of Minnesota Press, Minneapolis, 1958, pp. 273-281.

ACADEMIC ADVISING? WE USE COUNSELORS

Joseph W. Fordyce, President
and
Terry U. O'Banion, Dean of Students
Central Florida Junior College

In Dr. Litton's unusually democratic style, having thoroughly determined upon a topic for today's discussion, he then asked the participants if they had suggestions for the title. My suggestion was "Academic Advising--Pros or Cons." Dr. Litton promptly rejected this on the grounds that the materials had already gone to the printer. I have continued to toy with this title, however, and it has lead me down some by-ways that have provided me with some amusement, although perhaps very little insight.

I was reminded first of all of the story attributed to Mike DiSalle who was a figure in the early Truman administration and was himself a candidate for the governorship of Ohio during the second Truman campaign. Upon being asked whether or not he considered that dishonesty in government was going to be an issue in the campaign, Mr. DiSalle replied, "Oh, I think there's no question about that. The only thing is, I don't know which side is going to take the affirmative."

Similarly, had we kept the topic, "Academic Advising--Pros or Cons," we would have had no difficulty in arriving at some notion as to who the pros are and perhaps even at general agreement that they should indeed carry on this function. We would have had considerably more difficulty in isolating and defining the *cons*. Certain definitions have occurred to me and each of them was appealing for further development in terms of discussion for today, because each suggests a glimmer of truth in terms of the actual situation in colleges where non-professionals are given the job of academic advisement. Let me just simply mention a few of the terms that suggested themselves and you will, I am sure, get some notion of some of the connotations.

First of all *conscripts*. How many professors of Greek have felt completely regimented when it was suddenly announced that they had become adviser to 25 poor struggling freshmen, many of whom proposed to pursue a program in engineering or in medicine? So with *conscience*-stricken, *con*valescent, *con*jurer, and even *con*vict. Each had implications that somehow or other were a little bit too close to the truth for comfort.

I am sure that you could add to the list, but I will let you do this silently for your own amusement, if you now wish to turn off the audio portion of this reception and regale yourselves with your own *con*figurations.

More seriously, it has occurred to us that the basic question involved in this discussion is, first of all, a determination of precisely what the task of academic advisement is, and secondly, having determined the nature of the operation, who are the individuals on the basis of their training, experience, temperament, and other qualities who are in best position to perform this service effectively and judiciously?

I would suppose that we would generally agree that the most common task of what is ordinarily referred to as faculty advisement or academic advisement is the choice of specific courses to meet the requirements of a particular curriculum. It more rarely extends to help with the choice of the curriculum and to help for making adequate progress within the course of study. One of the chief arguments for the so-called faculty advisement system is that, in reference to the task which we have labeled as the most common, namely the choice of courses within a curriculum, this is a relatively simple task, a kind of chore that needs to be carried on once each term for a great mass of students and that the only available respectable individuals around to perform this mass chore are the instructors who are during this period generally seen as otherwise twiddling their thumbs in the wings awaiting their entrance on the great lecture stage when the class schedule actually begins and the "real" business of the college begins to unfold. If this is the picture and the definition of academic advisement, then we would not be in a position to quarrel too much with the assignment of it to faculty advisers even though such a configuration does not add much to the picture of dignity and prestige of the great teaching profession.

Even here, however, we would present a mild dissent on the grounds that if this task is so simple, if it is one that "anybody can do," then probably there is no justification for it at all. Effective use of the printing press and the mimeograph machine could perhaps even more effectively present all of the information necessary to students in order that they themselves make appropriate choices. If, for example, a curriculum suggests that three hours of history or three hours of government would meet a particular requirement, it seems extremely doubtful to me that a professor of biology with limited knowledge of the particular student is going to be able to contribute very much that will enable the student to make a better choice between these two subjects than the student could make on his own. To put it somewhat more succinctly, if this is a job anybody can do, then no one in particular needs to do it.

Our plea for the assignment of academic advisement to a professional counselor is based upon a broader view of academic advisement than that which we have just pictured. It suggests, to be sure, some help with the choice of courses within the curriculum, but only as an introductory step to the broader questions that are implied in a professional view of academic advisement. A choice of a course is important only in terms of the successful completion of a curriculum or a program of studies, and the choice of a curriculum is important only in terms of goals, vocational or otherwise, that are appropriate for the particular student. It is here that the professional guidance worker, free from biases that would tempt him to weigh the choice for the student in some direction or another, and possessing certain skills, technical information, and point of view that are outcomes of his particular training, is clearly needed. To turn the picture around, what we are saying is that the real task to be done here is that of making sure that students do have appropriate goals and have made appropriate choice of curricula and of programs of study to meet those goals. This is clearly a professional task. Once it has been completed, the great majority of students will have no difficulty in making appropriate choices of courses. For those who do, the chances are extremely great that this fact should be a red flag to indicate the need of real professional assistance in terms of clarification of goals.

We will mention here only one or two of the items within the broad range of background and training peculiar to the education of the counselor that makes him the appropriate individual for handling academic advisement as we have defined it. There is, first of all, the knowledge of tests and of other diagnostic instruments. Real familiarity with these instruments, knowledge of how to use them and how not to use them, comes only with an extensive background of training and experience. It cannot be learned over night, or in a period of a two-weeks orientation, or even over a period of years, when only incidental attention is being given to this by a person whose first love is in teaching astronomy, or agriculture, or Greek, or chemistry, or something else for which these diagnostic techniques are at the best incidental.

Even a more important body of skill and knowledge that requires utilization of the professional in this situation is that dealing with the counseling process itself. No aspect of education is more subtle and more clearly the result of intensive training and discipline than is the process of counseling. In this area as in the area of test interpretation, it is only after years of intensive training and experience that the professional comes to realize how meager is his own body of understanding.

Now it is sometimes argued that the professor of English will have had extensive training in these fields and is, therefore, as eligible to perform these services as another individual who happens to bear the title of Counselor. For our purposes today, this argument is, of course, specious because if the professor of English is indeed trained in this field adequately, he then becomes a professional within the field and moves over to the group that we are advocating should be used. Our only caution in this case would be to make sure that this professor of English who is also a professional counselor is given adequate time and facilities for the pursuit of his counseling responsibilities.

The question then remains, does this mean that instructors have no role in the guidance process? Does it mean that the concept that we frequently hold dear that "every teacher is a guidance worker" cannot or should not be realized?

Our answer is a resounding NO. If guidance is seen as an integral part of the educational process as we believe it should be, then every educational worker has a part to play within this total developmental scheme. The question is how to find the particular role that is most suited for the individual who does not have professional skills within the area that we ordinarily refer to as guidance or counseling itself. We are suggesting that this role probably is not that of academic advisement where, to the extent that there is an important job to be done, the task borders upon or is actually central to the very essence of professional counseling and guidance.

In order to visualize the instructor's role in guidance, I think we must accept the concept that guidance, instruction in Greek, intercollegiate athletics, the editorship of the school newspaper, all are partners as activities designed to meet the goals of the institution in terms of producing desired changes in behavior of students. When this concept is accepted, the roles of various educational workers begin to fall into place in a more meaningful way. The question of the instructor's role in guidance then becomes not so important as the question of the individual educational worker's role in terms of what he can contribute within the limits of his training, experience, and personality to the optimum growth and development of the students with whom he comes in contact.

At our college, we have defined the most important activity on the part of the institutional faculty as intensive personalized teaching, close, personal, and direct contact with students on the basis of the logical and freeflowing outgrowth of classroom experiences. From these conferences to which our instructors give many hours each week, discussions will certainly lead to choices of vocation, choices of curricula, and other matters that are important to the individual student, but they will be done in a spirit and in a setting of free discussion wherein the instructor can make the contributions that he himself has and where he can be free to express his limitations with the knowledge that the student has other resources for more general and for more intensive consideration of these problems.

Certainly there is another area in which instructional faculty can make a major contribution in an area closely related to that which the professional counselor works. Instructors should be primary resource persons for the fields, vocationally and educationally, that their own disciplines represent. In some areas utilization of these instructors as resource persons is of vital importance, and in some fields the particularized knowledge of a vocational area takes on predominant importance in the particular development of a specific individual student. For the most part, however, this consultant role can best be played with professional counselors rather than with individual students, and there is very little of this information that cannot effectively be reduced to writing in order that it can be supplied through brochures, pamphlets, newspapers, and other media.

We will not attempt further discussion here, although the list is almost inexhaustible, of the ways in which individual members of the instructional faculty can contribute to the good growth and development of students, and therefore, if you please, participate in the guidance program. We have suggested just a few that in our opinion are more important, both for students and for the professionalization of education, than is faculty advisement, as the term is ordinarily used. Out theme, therefore, is one of letting the cobbler stick to his own last, and seeing guidance as one professionalized concept making a contribution along with the contribution that can be made by other professional educational workers within the sphere of his training and experience to the end that the student will have the best possible opportunity within the full resources of the college for the kind of development we wish for each of them.

ACADEMIC ADVISING? WE USE FACULTY MEMBERS

Webb Allen, Dean
Chipola Junior College

At Chipola Junior College the term faculty includes all professional employees. Therefore, we consider all administrative personnel including those assigned duties in student personnel services as faculty members. We attempt to have as little distinction as possible between teaching and non-teaching faculty members. With this definition in mind, I feel that the title assigned this presentation means that I should discuss the system whereby we use the teaching faculty for academic advising, or the system whereby we do not depend upon specialists for all academic advising.

Since our system of guidance which includes academic advising has evolved over a period of 17 years, a brief history of Chipola Junior College is in order. Unlike many of the newer Florida public junior colleges, Chipola started as a very small school. As the third oldest of Florida's public junior colleges, Chipola began operation in 1947. For the first school year Chipola was a private school. The enrollment for the fall of 1947 was only 68 students. When we became a public school in 1948 the fall enrollment was only 150, and the full-time faculty numbered only 8 including a president and a librarian. During the formative years student enrollment and the size of the faculty were both relatively low, and it was not until 1957 that we employed a full-time person to work exclusively in guidance or student personnel services. Although in 1963-64 we had a student body of 747 and a faculty of 50, I believe that our relatively small enrollment and faculty for several years has influenced our policy with regard to academic advising.

For 1964-65 we anticipate a student enrollment of 850 or more of which at least 90% will be full-time students. Our full-time faculty will number 52 of which we will allocate 3 persons exclusive of the Registrar and Admissions Officer to student personnel services. However, we will retain our policy whereby the teaching faculty do the bulk of our academic advising.

Before giving you the details of our program of academic advising, I would like to briefly discuss our philosophy of guidance. We want to emphasize that we consider academic advising as only one part of guidance or student personnel services. We define guidance as a process whereby the student is aided in making his own decisions. There are many kinds of guidance such as vocational, personal, family life, financial, etc., but as a college we are interested in educational--the broadest kind which actually involves directly or indirectly all other kinds of guidance.

Guidance or student personnel services are often discussed as auxiliary phases of educational programs that provide individual or group assistance to students on problems of vocational decision, educational plans, and personal or social goals. We do not feel that guidance is an auxiliary phase of our educational program, or a fringe area. We feel that it is a definite, integral, and vitally important part of our total educational program. We believe that this is a phase of our educational program that is of vital concern to our entire faculty, and we attempt to involve the total faculty in our program. In other words, we feel that guidance is everybody's business. We believe that a good instructional program demands a good guidance program, and that our entire faculty must be guidance oriented and actually be involved in some way in our program. However, at this stage, let me emphasize that we stress limitations, and that we, by no means, insinuate that all of our faculty members are trained guidance workers. Let me also stress that we are careful to point out the dangers of advising in areas for which the typical college instructor is not qualified.

At Chipola we feel that the classroom teacher can and should perform certain guidance functions. In addition to the constant informal guidance that takes place in any classroom, we feel that he is the logical person to do academic advising. Academic advising is, to us, that part of student guidance that involves course selection and, in some instances, teacher selection. We do not contend that the typical teacher who does not have professional training in guidance can perform all guidance functions; we do not contend that he is qualified to do academic advising without considerable assistance which will be explained later.

We do feel that our system is workable; that it is educationally sound; and that it has several advantages over those systems that assign all guidance functions to specialists.

Next, I would like to explain our academic advising program and the part played by our teaching faculty members.

When Chipola accepts a student for admission he is advised by the Registrar that he must be administered certain tests prior to registration. It is explained to the student that the results of these tests will be used to help him in planning his educational program. We have five testing dates during the summer and one final testing date during the week of registration. The student selects the date on which he will be administered the tests. This year we hope to have completed the pre-registration of at least 300 of our expected 500 entering students prior to the week of registration. We administer a college aptitude examination, an interest inventory, a reading test, and achievement tests in the areas of communication skills, math and writing sample. These tests are scored, profiled, and results are entered on individual test profile sheets. Results of the Florida Senior Placement Tests are also recorded on this test profile sheet. In addition to this we make out mimeographed lists of those students who must take preparatory or non-credit freshman English and/or a non-credit reading clinic. We also mimeograph lists of those students who are eligible to take our various mathematics courses, those who are eligible to take college chemistry, and those who should defer any mathematics course for one or more semesters.

When our faculty reports for duty prior to the fall semester, we devote at least one full day, sometimes as much as two full days to in-service training relating to academic advising and registration procedures. We attempt to explain in understandable terms the meaning or significance of test scores as recorded on the test profile sheet. For example, we take each item of information on the profile sheet and explain what it means with regard to the student's educational program. This is not an easy task, and I frankly admit that there are some teachers who are not good students. We have sometimes had teachers who, for example, want to give undue emphasis to the results of the Kuder Preference Record; there are some who are prone to give undue emphasis to college aptitude and senior placement test scores. But, in general, we feel that we do a creditable job explaining the use of test results. One advantage has been a relatively light faculty turn-over rate which allows us to give more time to new teachers who, incidentally, often do the best job of student advising. The teacher, during the in-service training period, is familiarized with all of the data contained in the student's file. Another phase on in-service training involves our own catalog and other publications. Included is a study of course descriptions including prerequisites, curricula, the general education program, and the requirements for graduation.

Prior to the teacher reporting date, by using catalogs of various four-year colleges and universities and our own catalog, we make what we call course schedule plans. In our catalog we list the curricula recommended for teachers, for business administration, etc. In the course schedule plans we break down these curricula into four semesters' work, and we further break down the curricula for the students who plan to transfer to various four-year colleges. In the fall of 1963 we mimeographed 35 well defined course schedule plans including 30 for students who planned to transfer and 5 for terminal curricula. These course schedule plans are subject to revision each year. According to the best available information they list the courses to be pursued each semester for the student who expects to follow a certain curricula. All of them provide for a plan whereby the student may best meet the transfer or terminal course requirements and Chipola's graduation requirements. Last year, for example, plan number 4E was the 5th revision of a plan for those students who expect to earn a degree in agriculture from the University of Florida; number 5D was the 4th revision of a plan for business administration transfers to the University of Florida; 6E was the 5th revision of a plan for business administration transfers to Florida State. We have course schedule plans for all of the professional schools at Florida State and the University of Florida; we have plans for certain curricula at Troy State College and Auburn University. This fall we will have some 50 course plans, and we will include plans designed for transfers to the University of South Florida, the University of Southern Mississippi, and probably Florida Atlantic University. A complete file of these plans is given to each faculty member, and they are explained and discussed in considerable detail. Included in the plans are suggested programs for those students who have no specific educational objective, plans for those who want merely to complete the general educational requirements for specific state universities, and for those who merely want to graduate from Chipola with minimum effort.

For two days prior to fall registration we have what we call individual counseling. It's likely that individual advising would be a better term. Each entering student is scheduled to spend one hour with his faculty adviser. During this period, academic advising begins. The faculty member has the student's file which includes the test profile sheet, high school transcript, college transcript and evaluation if a transfer student, the application including a health certificate, and a copy of correspondence that is considered significant. The teacher has mimeographed lists showing who must take remedial work and who may take certain math and science courses. The teacher also has an adequate supply of the course schedule plans previously discussed, class schedules, preliminary registration forms, and the actual registration materials.

The faculty adviser, using information available, helps the student plan his program at Chipola. He also explains registration procedure and gives general orientation information. However, the services of the entire administrative staff including guiding specialists are available to assist the adviser and the student. One of the greatest weaknesses of any system of advice giving is that some of us will talk when we should be listening. Our instructions to advisers are "When in doubt, check." This doesn't mean that our faculty do not make plenty of mistakes, but we do stress that if there is any doubt about course selection, etc., seek help. The faculty member and/or the student is free to contact the Dean, the Director of Student Personnel Services, the Registrar, or any other administrative officer. We keep our calendars clear for these two days for this purpose.

How far should and how far does the faculty adviser go in aiding in the selection of an educational objective? Our policy is that the student selects the objective and the adviser may point out to him certain factors that should influence this selection. For example, the student who is not eligible to take college algebra and trigonometry is discouraged concerning engineering; the student who barely meets our admission standards is not encouraged to pursue a pre-medical course. However, our experience is that a minimum of 50% of entering freshmen who have a clearly defined objective change their educational objective prior to the end of the sophomore year, and a large percentage frankly do not have a definite educational objective. Therefore, no one is pressured concerning an objective. If the student wants to try pre-medicine, this is the course schedule plan selected.

Test results are discussed with the student to the point that his general strengths and weaknesses are known to him.

Before leaving the adviser the entering student has an appointment for registration; he fills out a preliminary schedule; and his objective and plan are noted in his file which is returned to the Registrar's office. The student is advised that this teacher will be his adviser as long as he is a Chipola student unless he requests a change. He is asked to contact the adviser at least twice during the semester preferably at or before mid-semester, and procedure for pre-registration advising for the next semester is explained. It is during later contacts that advising often involves selection of instructors as well as courses. We emphasize that the student should take courses, not teachers. Nevertheless, instructors are selected after the first semester.

Normally the next formal contact between the adviser and the student takes place after the warning grades, or after mid-semester grades if the student has no unsatisfactory grades. A conference may consist of only a friendly, "How are you getting along?" If the student is making satisfactory academic progress the adviser's role may vary from no contact to encouraging more study or better grades. One or more unsatisfactory grades at the end of six weeks by a student demands a conference. No effort is made to analyze all the reasons for poor grades. The adviser's role is to advise whether or not to request a reduction of load, and/or to refer the student to guidance personnel. This calls for what often amounts to purely subjective judgment. This is a weakness in any system, and it is at this point that advice to students varies greatly. One person may attribute poor grades to lack of intelligence, another to laziness, and another emotional disturbances. The adviser makes referrals to guidance personnel in two ways. He may ask the student to contact the specialists; he may ask the guidance person to contact the student. In either case he relays results of his conference to the guidance person.

If at any time the student desires to change advisers, his request is honored. The change is made by the Director who usually asks the student for his choice.

The degree of contact between student and adviser tends to lessen as the student progresses toward graduation. Sophomores need and usually get less guidance than freshmen. Technically, the sophomore still has the same adviser. Instead of twice or more per semester his contact is usually only one time, sometimes none after registration.

The typical teaching faculty member has ten freshmen and five or six sophomores assigned for advising. The maximum assigned is twelve freshmen. Normally, by the end of the year a teacher has 8 to 10 freshmen and 5 sophomores assigned. Exclusive of pre-registration counseling, we estimate that the maximum time devoted to student advising is 20 hours per semester. I believe that the typical teacher likely devotes ten hours to this task. This is over and above student conferences in connection with the teacher's own classes.

Does the typical teacher like student advising? Does he have time to do it? Does it interfere with teaching? Does he do a good job? These are only a few of many questions that arise. I believe that the typical teacher likes or at least does not dislike advising. He may resent it, but in general, this is an ego satisfying task. The typical teacher has the time and it does not interfere with teaching. We make provisions for this in limiting class size and teacher load. Chipola has the best or one of the best student-teacher ratios in the state. Does the teacher do a good job? In general we say yes. We have some teachers who do such a good job that we are tempted to penalize them by assigning more students; we have some who perform poorly in this role and we are tempted to reduce their load. In general, I feel that 1/3 of our teachers do an excellent job of advising, 1/3 do an average job, and 1/3 do a below average or poor job.

Academic advising is only one part of guidance services and we do not attribute all the good or strong points solely to academic advising. We feel that a good program of academic advising has contributed to the fact that we have one of the best student retention rates in the state, one of the lowest drop-out rates, and our students have experienced minimum difficulties in transferring to four-year schools.

All guidance functions other than those discussed above are handled by the non-teaching faculty including the guidance specialists. In addition to the coordination and direction of the academic advising program services handled by guidance personnel include testing and research, student activities, financial aid, placement, housing, and the many referrals from the teaching faculty. Group guidance for both entering freshmen and for graduating sophomores is handled by guidance personnel. The Freshman Orientation Program consists of a required one semester hour course that includes instruction in study skills, library use, personal and/or study schedules, and research on educational objectives. The office of Director of Student Personnel Services also serves as the referral agency for students who need special services not available in the college.

In our particular administrative set-up the Registrar and Admissions Officer is not assigned to Student Personnel Services. He is, however, often considered as rightfully "belonging" to student personnel. In addition to admissions, records, and reports, the Registrar does considerable additional guidance work that complements the academic advisement by the faculty. Many referrals come to the Registrar, and to the Dean of the College with respect to academic programs suitable for specific colleges. The Dean of the College gives final approval for dropping any course without penalty. The Dean also handles evaluation of college transcripts and substitution, if any, for general education requirements.

Next, and finally, I want to discuss the strong points or advantages of our system for academic advising.

1. It provides adequate personnel for academic advising at the time when personnel are needed. We feel that the beginning academic advising is most effective if performed immediately prior to registration. We have tried advanced registration and advising during the summer session. For every problem this solves, one or more problems are created. It has been our experience that when pre-registration advising is done even one month prior to registration it is not effective and schedule changes become the rule rather than the exception. Should academic advising be handled exclusively by guidance personnel, we feel that we would have to employ several additional personnel for pre-school work, and that some of these people would not be needed after registration. Our system provides for forty or more people to work exclusively with advising during the period immediately prior to registration.

2. Our system, we believe, makes for a better relationship between the teaching faculty and guidance personnel. It provides for a shared responsibility and makes our entire faculty more interested in the guidance program as a vital part of the entire educational program. Instructors refer to advisement as "our" responsibility, and as "their" responsibility.

3. We feel that our system helps faculty members in

one division or department become aware of and take an interest in what other departments or divisions are doing. In assigning students to advisers, we do not take into consideration the preliminary educational objective or major of the student. Therefore, an English teacher may have one or more advisees who are majoring in mathematics or engineering. We do this for two reasons. One, we have not discovered any system whereby the English teacher can advise only English majors; and secondly, we feel that not assigning advisors by subject area helps the teacher with regard to interest in the total college program. This tends to counteract special interest groupings based on department or divisional administrative organization.

4. We believe that professional guidance personnel can better utilize their time and energy if teaching faculty to the majority of academic advising. If the specialists act only as a referral agency for academic advising, their energies can be director toward other tasks. We feel that we get better service for dollars spent on salaries. Our teachers have the time to do academic advising; our guidance personnel have plenty to do without taking over this task.

5. We feel that a system whereby the teacher comes into direct contact with a cross-section of students, some of whom he does not teach, improves the teacher and his effectiveness in the classroom. Through this contact the instructor shares with the student information about other subjects, other teachers, and various educational ofjectives.

The teacher is more or less forced to "keep up" with what is going on in many areas. We feel that his advising duties tend to broaden his intellectual or educational interests. We are convinced that instruction is improved by a system that brings the instructor and the guidance specialist closer together. We believe that instruction is improved when the teacher's interests are broadened. We feel that teaching and advising are not only compatible, we believe that advising helps teaching and that teaching helps advising.

In conclusion, let me state that we feel that we have a good academic advising program. However, we are realistic to the extent that we sully realize that we must constantly seek ways and means to improve our program. From meetings such as this one we hope to take back with us many new ideas for improvement.

PROVIDING INSTRUCTORS PROFESSIONAL ASSISTANCE

Wilson F. Wetzler
Vice President and
Dean of the College
Manatee Junior College

Mounting college enrollments and proportionately decreasing faculty, along with increasing costs, threaten the standards of instruction based on relatively small classes and a low faculty-student ratio. Many junior college students already suffer from uneven and often inadequate preparation and instruction; many fall below the standards for college students as measured by entrance requirements and tests; most receive too little attention now in classes that are either too large or by necessity will become oversized in the future. The senior institutions are able to utilize graduate assistants to aid the professor with large numbers in his classes; however, these graduate students are not present or available in the junior college situation.

A fresh approach from the junior college point of view must be found to go beyond what is being done in the public schools in their use of teaching assistants. Our objective is to examine the functions of teaching assistants and how they may assist in maintaining or raising the standards in college level courses. The approach will focus upon the problem of teaching larger numbers of students without losing the extensive and valuable help of the master teacher. This involves securing and preparing, on the job perhaps, the professional assistants who are the focal point of this discussion.

Manatee Junior College has designed a pilot project which will be confined largely to the area of Written Communication. The results of this project should furnish sufficient data to offer definite guidelines to the total faculty in extending the use of teaching assistants to other areas of instruction. For our purpose of discussion in this present meeting perhaps it would be advantageous to concentrate upon a description of the demonstration involving instructors in composition. At least two hypotheses support the main objective of this project in exploring the use of teaching assistants in the area of Written Communications.

Hypothesis No. 1. There is a need for sound skills in composition which grows greater with the new technical and scientific demands made upon college students.

Hypothesis No. 2. By developing new approaches to the problem of teaching composition, and especially by the employment of professional assistants to aid in grading and other areas of instruction, the college can provide increasing numbers of students with training in the writing skills that will be required of them.

Reading assistants have already been established in many high schools and their relationships to teaching on that level have been indicated in several studies. However, on the college level there is not yet any guide or public study as to how these individuals can be used in grading compositions, or in other ways to assist in maintaining or raising the standards in college composition.

Set up a design and schedule. The pilot project at Manatee Junior College will follow these steps as outlined below:

1. A control group of four sections of English 101, 102 (about 20% of current enrollment) will maintain the traditional pattern of instruction (emphasis on handbook treatment of grammar and usage, an average of ten themes written in the first semester, six themes and a research paper in the second, with prescriptive grading). No reading assistants will be assigned to these sections.

2. The remaining sections of English 101, 102 will constitute the experimental group. Reading assistants will grade or rate three out of every four papers submitted by all students.

3. During the first two years of the experiment, all class sizes, control and experimental, will be maintained at approximately the same level. (Dropouts are unavoidable.)

4. Non-homogeneous grouping will prevail insofar as current registration methods permit.

5. The following variable factors will be intro-

duced in the experimental sections, one factor at a time, during each of the three years of the study. No two factors will be in operation during any given semester.

a. Frequency of Writing: During the entire first year (two semesters), a "daily theme" or frequent writing exercise by each student will be graded. Frequent conferences with reading assistants and instructors will guide the student.

b. Reading as a Basis for Writing: Greatly increased reading, with compositions related to it, will occupy the second year in an attempt to explore the relationship of reading to writing.

c. Permission versus Prescriptive Grading: Employing writing practices confirmed by research during the first two years, the experimental classes will be divided into two equal groups to examine these opposed types of grading. This procedure could prove to be quite important in establishing the functions of reading assistants.

6. Both the control and the experimental groups will receive the same standardized achievement tests, to be administered at the beginning and the end of each semester.

7. All measures of dispersion and central tendency pertinent to the distribution apparent at the time will be used in the statistical analysis. It is anticipated that results will be interpreted on the basis of a 5% significance level.

On the basis of predicted (and, for that matter, current) enrollments, the above program can be adequately implemented and any desirable conclusions instituted only with the aid of reading assistants.

Comments. The use of the professional assistant in collegiate circles is not new. As a matter of fact, some colleges are employing individuals who perform at a high level and are regarded as members of the academic staff. In some institutions the professional assistant is thoroughly trained and competent to teach in his field. Apparently he is in the lower professional ranks and is not considered to hold the rank of professor in the sense that he has the full responsibility in the classroom.

The premise upon which Manatee Junior College is operating is that our professional assistant must be a competent, highly trained individual. This person will not be considered as a clerk, nor in the sense one considers a lay reader or some type of assistant. It should be made clear that the professional assistant, whether or not he is employed in the field of English, Science, History--whatever field--he should have a technical competence and, as a matter of fact, be properly certified. It is visualized that this individual may not possess a master's degree but certainly should have some graduate work and a strong undergraduate major in his particular area of endeavor.

It is believed that the professional assistant will work closely with a certain department of some four to six professors. The salary will be comparable to that of a person who fits into the regular salary schedule of the institution. He will be employed as a full-time person and be responsible to a department along certain lines, such as:

1. He will be useful in handling many of the so-called chores of the classroom where large numbers of students are involved. For example, he will assist the professor in checking the roll, assisting in the laboratory, and in any way he may lighten the burden of non-teaching responsibilities, or those activities involving use of equipment, supplies, etc.

2. He will support the professor in the classroom where needed in managing certain small sessions devoted to pursuing a particular problem or topic. It is conceivable that an instructor may have 100 or more students and desire to divide the class in two sections for some reason or another. Perhaps it would be useful to have the professional assistant to supervise or manage in some way part of the group.

3. Perhaps the greatest contribution the professional assistant can render to his group of instructors is that of grading. As a professional person he will understand what is going on in the classroom and will be in a better position to render decisions as to evaluation of the students' work.

4. Many times the instructor needs to have personal interviews with students. It is highly conceivable that many of these interviews can be handled by the professional assistant. As a matter of fact, regular office hours will be established in order that the regular professor can schedule his students and decide whether or not a professional assistant can handle a particular kind of problem.

5. The professional assistant must become thoroughly aware of the classroom work of professors involved to the extent that he will keep up with the work, visit classes, and even be prepared at times to step in and take over a class at certain points. It should be emphasized that the professional assistant is in no sense a substitute teacher and is not to be used in that sense. However, there are times when the regular classroom instructor will be absent or his services required in another area and a class session, planned in advance, can be handled adequately by his assistant.

There is every reason to believe that the use of professional assistants can mean a great deal to an academic department. Again, it must be pointed out that an adequate salary must be furnished and a competent person must be secured to fill the position. When the regular professor is freed to do classroom teaching it is believed that larger numbers of students can be handled and more emphasis can be given to the teaching role and thereby relieving the instructor of many routine duties. It is even hoped that there will be some savings in that with larger student loads an institution can afford to bring in a professional person to assist the regular staff member in discharging his teaching duties.

QUALITY EDUCATION: WHAT STANDARDS DO WE RAISE?

W. Lindsey Mock, Director of
Institutional Research
Columbus College

INTRODUCTION

Much has been written about high standards in higher education. The difficulty has always been in defining what these standards should be. Many times evaluations are quantitative in nature and do not get at the real quality of an institution or the effectiveness of its instructional program. Most of us would agree that any evaluation, whether it is a simple teacher-made test or the evaluation of an entire instructional program, is effective only to the extent that the objectives are defined in the first place. In other words, how can we tell when we get there if we do not know where we are going? There is usually more than one route to take if we are willing to spend enough time searching for it. We hope that our teaching results in some type of learning. However, we should not be surprised if learning takes place which we had not planned for, or of which we were not cognizant. Students learn in spite of their teachers, their administrators, or their institutions.

During the next few minutes, I want to share with you the results of a simple technique which we used at Columbus College to determine what our faculty members thought about the College. Since Columbus College was established in 1958 by the Board of Regents of the University System of Georgia, one of the primary objectives of the administration and faculty of the College has been high academic standards. There were many reasons for wanting a quality education program, but two of the main reasons were a good reputation so that graduates could transfer with a minimum of difficulty and to meet Southern Association requirements for accreditation. Both of these objectives have been fulfilled, but we cannot stop here.

After a new Junior College (or any college) establishes an acceptable reputation among its sister institutions and becomes accredited by the proper accrediting commissions, college officials should continue to be interested in improving and expanding the academic program. This has been the prevailing philosophy at Columbus College for the past five years.

In an attempt to evaluate its instructional program, an institution may approach the problem in various ways. These include:

1. Reactions from students through the use of questionnaires or evaluation sheets.
2. Evaluation of programs by outside individuals or agencies.
3. Success of graduates at four-year institutions or on the job after graduation.
4. Use of standardized tests.

5. Reactions from faculty through the use of questionnaires and evaluation sheets.

This research report summarizes the results of an evaluation sheet (rating scale) which was completed by the faculty of Columbus College in January, 1964. The statements contained in the scale were taken from a pamphlet distributed by the Department of Health, Education, and Welfare entitled What Standards Do We Raise?*

Procedures.

From the pamphlet, What Standards Do We Raise, the twenty-one standards were listed and a rating scale was devised to accompany each standard. This became the instrument by which the data were collected. Each full-time faculty member on the college staff was asked to complete this rating scale. It was requested that each faculty member omit his name when completing the instrument. After completion, each questionnaire was turned in to the Office of Institutional Research for compilation.

Subjects.

The subjects were twenty-nine full-time faculty members at Columbus College. Each division chairman agreed to explain to his faculty the purpose of the study. After each faculty member completed his questionnaire, he returned it to his

---

*Hatch, Winslow R. What Standards Do We Raise? Office of Education, United States Department of Health, Education, and Welfare, Number 12 (New Dimensions in Higher Education). Washington: Government Printing Office, 1963.

TABLE 1

Standards

Rating	1	2	3	4	5	6	7	8	9	10	12	13	14	15	16	20	21
1	2	3	-	-	1	-	1	1	3	-	-	1	2	1	2	-	1
2	3	1	4	-	-	5	2	10	8	2	2	4	7	4	1	3	3
3	11	8	6	4	5	7	4	6	7	8	9	3	7	6	2	5	2
4	5	6	6	7	6	4	4	3	4	9	7	5	5	4	5	8	11
5	1	3	6	3	5	4	6	2	1	3	2	2	2	4	5	2	3
6	2	1	2	8	5	4	5	1	-	2	3	5	1	4	7	3	2
7	-	2	-	2	2	-	2	1	1	-	1	4	-	1	2	3	2
Weighted TOTAL	78	88	92	117	109	91	107	74	68	91	94	106	73	94	111	102	98
MEANS	3.25	3.66	3.83	4.88	4.54	3.79	4.46	3.08	2.83	3.79	3.92	4.42	3.04	3.92	4.63	4.25	4.08

division chairman who was responsible for getting them to the Office of Institutional Research.

Twenty-nine faculty members were eligible to participate in the project. Twenty-seven actually completed the instrument and returned them to their division heads. Three questionnaires could not be used because they were not properly marked. Therefore, the results obtained are based upon the ratings of twenty-four subjects.

Statistical Treatment.

Scoring consisted of tabulating the ratings into a type of frequency distribution and computing the means for each standard separately. The Grand Mean* (G.M.) was also computed. Table 1 summarizes these computations.

Upon inspection of the data in Table 1, it appears that the means were different, but we wanted to know if these differences were significant. In order to find out, an analysis of variance was computed.

TABLE II
Summary Table
Analysis of Variance of Seventeen
Selected Items from Questionnaire

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between groups	16	136.09	8.51	3.96**
Within groups	391	839.18	2.15	
Total	407	975.27	2.40	

*G.M.=3.90
**Significant at the .01 level

The results of the treatment (Table II) indicate that the overall differences of the main effect were significant. The analysis of variance tells us if any significant differences were obtained, but does not indicate specifically where these differences are found. Using another statistical technique, a Duncan New Multiple Range Test, the extent of the significance between pairs of the various means was more clearly defined. (Table III).

The results (Table III) of this test indicated that the group of low means (A, B, C, D) were significantly lower than the group of high means (M, N, O, P, Q). The remaining means (E, F, G, H, I, J, K, L) in the middle range of the table were not significantly different from any of the other means.

Conclusions

When the above results are translated into a practical explanation, we find that the means of standards 1, 8, 9, and 14 are significantly different from the means of standards 4, 5, 7, 13, and 16. This means that the full-time faculty members at Columbus College during the 1963-64 school year gave the College significantly higher ratings on certain standards when these ratings are compared with the ratings given for other standards.

Significantly high ratings were given to the following standards:

1. Quality may be indicated in those colleges

TABLE III

Matrix Table - Duncan New Multiple Range Test of Significance

Standard		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	Shortest Sign.Ranges(P=.05)
	Means	2.83	3.04	3.08	3.25	3.66	3.79	3.79	3.83	3.92	3.92	4.08	4.25	4.42	4.46	4.54	4.63	4.88	
A	2.83		.21	.25	.42	.83	.96	.96	1.00	1.09	1.09	1.25	1.42	1.59	1.63	1.71	1.80	2.05	R2 = .83
B	3.04			.04	.21	.62	.75	.75	.79	.88	.88	1.04	1.21	1.38	1.42	1.50	1.59	1.84	R3 = .87
C	3.08				.17	.58	.71	.71	.75	.84	.84	1.00	1.17	1.34	1.38	1.46	1.55	1.80	R4 = .90
D	3.25					.41	.54	.54	.58	.67	.67	.83	1.00	1.17	1.21	1.29	1.38	1.63	R5 = .92
E	3.66						.13	.13	.17	.26	.26	.42	.59	.76	.80	.88	.97	1.22	R6 = .94
F	3.79								.04	.13	.13	.29	.46	.63	.67	.75	.84	1.09	R7 = .95
G	3.79								.04	.13	.13	.29	.46	.63	.67	.75	.84	1.09	R8 = .97
H	3.83									.09	.09	.25	.42	.59	.63	.71	.80	1.05	R9 = .98
I	3.92											.16	.33	.50	.54	.62	.71	.96	R10 = .99
J	3.92											. 16	.33	.50	.54	.62	.71	.96	R11 = .99
K	4.08												.17	.34	.38	.46	.55	.80	R12 =1.00
L	4.25													.17	.21	.29	.38	.63	R13 =1.01
M	4.42														.04	.12	.21	.46	R14 =1.01
N	4.46															.08	.17	.42	R15 =1.02
O	4.54																.09	.34	R16 =1.02
P	4.63																	.25	R17 =1.03

that do the least "telling" and the most "teaching."

8. Quality may be indicated in those colleges whose introductory courses clearly are above those offered in high school as to both content and method.

9. Quality may be indicated in those colleges whose aspirations are high--but attainable.

14. Quality may be indicated in those colleges that are deliberately experimental.

When compared with the above, lower ratings were given to these standards:

4. Quality may be indicated in those colleges whose students do much general reading.

5. Quality may be indicated in those colleges whose students spend on the average more than 30 hours per week in out-of-class study.

7. Quality may be indicated in those colleges that, in conjunction with independent study, offer common or core curriculums.

13. Quality may be indicated in those colleges that are purposefully permissive and flexible.

16. Quality may be indicated in those colleges where effective teaching is highly regarded and adequately compensated.

One may look at the ratings from a more critical viewpoint and say some were significantly lower than others. Statistically this is true. On a rating scale, we should expect some low ratings, some high ratings, and some "average" ratings because we are asking the scale to discriminate.

We are not suggesting in this study that Columbus College necessarily ranks higher or lower according to these standards than other colleges. However, the results do give one an image of Colymbus College as seen through the eyes of the faculty when these seventeen (17) standards were used as a means of critical evaluation. Studies of this type may help establish a climate which makes additional research easier and more valid. These standards are not the only standards which may be used to rate a college. Others may seem more appropriate for a particular institution.

SUMMARY

Using the twenty-one (21) standards contained in the pamphlet, What Standards Do We Raise, a rating scale was devised for rating Colymbus College in terms of each standard. Twenty-four (24) full-time faculty members served as subjects for the study. (evaluated the College) Means were computed for seventeen (17) of the standards. Four (4) were omitted because they did not pertain to a junior college. An analysis of variance indicated that there were significant differences among the means. To more specifically point out these significant differences, Duncan's New Multiple Range Test was applied to the data. Standards 1, 8, 9, and 14 were rated significantly higher than 4, 5, 7, 13, and 16. This type of study seems to be an appropriate method for an institution to get its faculty members to take a critical look, not only at the institution as a whole, but at themselves too.

FIVE-COLLEGE COOPERATION IN DEVELOPING AND TEACHING A COURSE IN WESTERN CIVILIZATION VIA TELEVESION

Merlin G. Cox
Dean of Arts and Sciences
Daytona Beach Junior College
Daytona Beach, Florida

Introduction

Teaching by means of television requires more energy, preparation and organization than traditional classroom instruction. I have, nonetheless, found television teaching rewarding. There are the opportunities to reach non-credit students and make new friends throughout the wide area served by our television media. There are the serious hours of planning and taping and the letters of appreciation to be answered. But there are lighter moments too. We received a letter from a prospective college credit student very recently. It contained an unusual reason for taking our course. "I am taking this course", the lady explained, "because I had an operation. I have to take pills from not being able to keep enough blood in my body. This course helps me to take the pills". I hasten to add that most of our students are enthusiastic about the opportunity to learn more regarding the origins for our institutions.

The New Directions

It is my privilege to represent five of Florida's public junior colleges here today as coordinator of a five-college committee, which is responsible for planning, instruction and evaluation of college credit offerings via television. I am pleased with this opportunity to report on new directions in college instruction for this distinguished group of educators. This report will summarize five-college cooperation in developing and teaching a course in Western Civilization via television.

The unique quality in our televised history classroom was not the use of television facilities for college teaching. Florida has pioneered in educational television. The new direction is evident in the unprecedented cooperation among colleges, administrators, and faculty members in achieving specific objectives in television instruction. Our classroom in Western Civilization has also convinced us that team teaching can be effective via television.

Fifteen college instructors, chosen from the fields of social science, history, humanities, and the fine arts, participated in the instruction of this course in Western Civilization. Five instructors, one of whom was the coordinator and each instructor representing one of the participating colleges, carried the primary instructional responsibility, with the other participants serving as guest lecturers in their special interest areas. Also involved in the planning of this course were the Presidents, Deans, and Community Relations Directors of the cooperating junior colleges, representatives of WESH-TV, Channel 2, and representatives from the television division of the Florida Institute for Continuing University Studies. Dr. James Wattenbarger, Director of the Division of Community Junior Colleges of the Florida State Department of Education, expressed interest in development of this pilot project in cooperative television teaching in Florida's public junior colleges.

Cooperating junior colleges were Daytona Beach Junior College, Daytona Beach; Lake Sumter Junior College, Leesburg; Brevard Junior College, Cocoa; St. Johns River Junior College, Palatka; and Central Florida Junior College, Ocala. Recognition is due to Presidents Roy F. Bergengren, Daytona Beach Junior College; Bruce Wilson, Brevard Junior College; William Tilley, St. Johns River Junior College; Joseph Fordyce, Central Florida Junior College; and Paul Williams, Lake Sumter Junior College. The presidents made instructors and released time available in order that taping could be completed as regularly scheduled. Each participating college offered three semester hours of credit for the televised History of Western Civilization during the second semester of the school year 1963-64. The second half of this televised course will be available to students of the five colleges during the first term of the school year 1964-65.

Why This Cooperative Effort?

Five-college cooperation in television teaching developed from the community junior college concept. As a community oriented college, Daytona Beach Junior College has recognized its obligation to make available to the community all the opportunities implicit in its function as a community college. Daytona Beach Junior College was first among the new Florida junior colleges to employ a full-time Director of Community Relations and maintain an office of community relations. During the past six years the college has programmed a wide variety of radio and TV programs. Thousands of area people have participated directly in credit and non-credit educational radio and television courses. Programs and series currently in production and broadcasted this year included:

Spanish Class of the Air - 52 weeks
Florida History - 52 weeks
Exploring Music - 241 weeks
Civil War History Class - 26 weeks
Singing America - 83 weeks
Exploring Latin America - 15 weeks

The enthusiastic credit and non-credit response of statewide viewers to the televised Florida history course convinced the representatives of commercial television media that educational programs could be both entertaining and highly informative. Approximately five thousand non-credit viewers purchased the course syllabus and commended the joint efforts of WESH-TV and Daytona Beach Junior College for these televised lectures. Letters of appreciation came from thirty-eight Florida counties. WESH-TV covers more of Florida than any other television station. The early morning hour of 6:30 a.m. would mean, we had presumed, a small and limited audience, but this simply was not true. Floridians would rise early if the lectures could be made interesting. We relived Florida's long and exciting history by means of the television media. Indeed, the response to Florida History was so favorable that Bob Troup, Daytona Beach Junior College Community Relations Director; Thomas Gilchrist, Vice President of WESH-TV; Al Wimberly, Producer-Director; and I decided to expand the offerings and audience by inviting other interested public junior colleges to share in producing future televised courses. By bringing other colleges into our course, we could bring on-campus discussion sessions within reach of every would-be-student in thirty-eight counties.

Planning a Course in Western Civilization

Four public junior colleges indicated interest in the invitation of Daytona Beach Junior College to share in planning and producing a televised course in Western Civilization. These junior colleges were Brevard, Lake Sumter, St. Johns River, and Central Florida. The Presidents of the four colleges met and approved the project. A meeting of the five College Deans approved the principle of granting college credit in their respective colleges for this television course. The Community Relations Directors of the five colleges planned for cooperation in publicity. The

Florida Institute for Continuing University Studies agreed to supply video tapes to be used once by the commercial television station. Then, the tapes would become the property of FICUS and would be made available to colleges and universities throughout Florida. WESH-TV, a commercial television station, agreed to supply the program time at 6:30 a.m. each weekday with no charge whatsoever to the cooperating colleges. Commercial television would supply director, engineers, and cameramen with each Tuesday and Thursday afternoon set aside for educational taping. Some of our most talented junior college students have received valuable internship in production and television photography by assisting with this program. Junior College Television has been granted this 6:30 a.m. block of time indefinitely, the only qualification being that educational programming continue.

The serious business of actual course planning was delegated by the Presidents to a Junior College Television Committee. I was appointed as chairman and coordinator of the committee. Other committee members were the following department chairmen: Mary Catherine Park, Brevard Junior College; Ernest Jernigan, Central Florida Junior College; John Callebs, Lake Sumter Junior College; and Glenn Hall, St. Johns River Junior College. This committee first met in November, 1963, and made some basic decisions. First, primary emphasis, we thought, should be given to presentation of a high quality of course in the History of Western Civilization. This course must not become just a soap opera or another cowboy show. Secondly, we agreed to accept the time and services provided by a commercial television station. In this way we could reach many thousands of people with virtually no cost to the taxpayer or the participating junior colleges. After much discussion, it was agreed that a History of Western Civilization should include "l homo universal as the Renaissance thinkers described him. Man would be presented as manysided--as an artist, a philosopher, a poet, a worshipper, a warrior, a politician and a producer. If no member of our committee volunteered for a lecture in art, architecture, or music, we invited instructors in Art, Humanities, and Music to serve as guest lecturers. These men and women gave gladly of their time and talent. It was the committee's studied opinion that eighty half-hour lectures would be required to do justice to a class in Western Civilization. This number included six reviews well spaced throughout the course. These reviews were popular with the students. With respect to the non-political aspects of a Western Civilization course, a matter on which historians disagree--sometimes violently--committee members compromised and adjusted their differences. If I may risk a cliché, I crossed my fingers. In this instance there could be cooperation among historians without a sacrifice of intellectual integrity for any planner or lecturer. The committee further decided that I should prepare a syllabus for the televised course, this syllabus to be made up from outlines and questions to be prepared by the scheduled lecturers.

The committee met again in December, 1963, to discuss and adopt an outline of course topics. Our first discussion topic was on-campus discussion sessions. The committee agreed that there should be a coordinator on each of the five college campuses and he should meet with all students registered for college credit, a minimum of once each month for discussion, written quizzes and questions regarding the televised lectures. These sessions were held in the evening hours, each meeting lasting for three hours.

Considerable discussion was required for the selection and elimination of lecture topics. Once again, there was a fine spirit of cooperation and enthusiasm for the project. The committee assigned major topics and lectures for the first half of the course in Western Civilization as follows:

Major topics	Number of lectures
Primitive Man	1
Mesopotamia	1
Egypt	1
Small Nations	1
Cretan and Aegean Civilizations	2
Greek Civilization	10
The Grandeur that Was Rome	10
The Asian Way of Life	2
The City of God	3
The Early Germanic Kingdoms	2
The Near East	4
The Middle Ages	4
Nations in the Making	4
Faith, Thought and Art in Medieval Europe	6
Europe in Transition	5
Renaissance	6
Reformation	5
Competitive State System	7
The Non-European World	6

Final plans were made calling for the students on all five campuses to begin watching the telecasts on February 17, a date that approximated the beginning of the second semester for each school.

Production of the Course

There were minor problems in taping and production. Most of our lecturers were inexperienced in television production, but all of the officials of WESH-TV exhibited patience and understanding of our shortcomings. Directors and engineers gave cheerfully of their time to assist us in technical aspects of instruction.

From the viewpoint of the historian, the TV medium proved to be more effective in many respects than the more traditional classroom. An abundance of maps, charts, paintings, and artifacts contributed to improved student understanding of history. Many of these visuals represented expenditure of considerable time, money, and artistry. These aids definitely would not have been used in the normal classroom or lecture situation. The Ringling Museum of Art, located in Sarasota, Florida, contributed reproductions of the finest art of renaissance and baroque periods for the use of our Junior College Television Committee. Guest lecturers, interested in this opportunity to meet our large student and non-credit audience, made serious efforts to project their specialized knowledge in music, painting, architecture, medicine, and religion on the television screen. Instructors, some of whom had been teaching for twenty years, watched themselves on television, discovered little flaws in their presentations and became better teachers.

Once again the coordinator wants to express his appreciation for the splendid cooperation of all lecturers. Most of our lecturers were also teaching classes. In many instances an instructor sacrificed a night's sleep in order to meet the taping deadlines. Lecturers were almost unanimous in their conclusion that a television lecture requires three to four times more time for preparation than the usual classroom lecture. The result is improved organization and a better selection of the truly significant concepts to be gained from such a course. Taping of this course was completed on May 14, the final lecture was aired on May 31, the final examination was taken simultaneously on five campuses, and now we attempted to evaluate our achievements.

Evaluation of Five-College Cooperation Via Television

Instructors, who evaluated the students in their respective colleges, are finding a high correlation between student grades in comparable classes taken on campus and grades earned in the five-college television course. When we have completed additional courses and have more evidence upon which to base these correlations, we may find that the better, more motivated students perform at a higher level in the television courses, but that the slow student may have a tendency to procrastinate or to sleep late when his status is not immediately threatened by the daily roll call or quiz.

For the purpose of evaluation of our televised course by credit students, we used a questionnaire prepared by the Florida Institute for Continuing University Studies. Approximately two hundred credit students completed the questionnaires. Students evaluated the teachers, the presentation, and the course content as shown on the following page.

Administrators and instructors, representing all of the five colleges, express enthusiasm and are favorably impressed with the number of college graduates, high school students, professional men and women, retirees and even unskilled laborers who have evidenced interest in the course on a non-credit basis. Dr. Miles Malone, one of our guest lecturers, was also moving into a new home. One of the carpenters just then putting the finishing touches on the new construction, came rushing in to see the professor. "I just saw you on television", said the carpenter. "How was I?"asked Dr. Malone. "Well, now you weren't too bad. I could use some of that history."

A man who dropped out of high school writes, "I never acquired much education and therefore missed much regarding world civilizations, architecture, etc. I do read a great deal, but these lectures with their illustrations constitute an education in themselves." Our circuit judge is a strong supporter of our televised history programs. "My friends and I are grateful to the instructors and to WESH-TV for the fine, unselfish participation in making such courses possible," writes Judge Robert Wingfield.

I. THE TEACHER

		Poor	Adequate, but below average	Average	Above Average	Excellent	Completely Outstanding
1.	Convincing, believable				33%	60%	7%
2.	Pleasant personality			6%	42%	40%	12%
3.	Forceful personality			6%	50%	38%	6%
4.	Speech patterns				45%	55%	
5.	Command of course subject				20%	60%	20%
6.	General impression				43%	50%	7%

II. THE PRESENTATION

		Poor	Adequate, but below average	Average	Above Average	Excellent	Completely Outstanding
1.	Approach dynamic			7%	60%	26%	7%
2.	Fits intended audience				33%	67%	
3.	Use of visuals		2%	4%	60%	28%	6%
4.	Timing (not too fast or too slow)		2%	12%	42%	37%	7%
5.	Interest maintained			8%		78%	14%
6.	Learning motivated			15%		68%	17%

III. THE COURSE CONTENT

		Poor	Adequate, but below average	Average	Above Average	Excellent	Completely Outstanding
1.	Basic structure evident			14%	18%	60%	8%
2.	Purpose made clear			12%	20%	48%	20%
3.	Scope adequate (covers the material)			12%	25%	35%	28%
4.	Organization (logical, clear)			7%	40%	30%	8%
5.	Suited to student needs			5%	40%	55%	
6.	Leads to further exploration of the subject			20%	60%	20%	

Mr. W. H. DeShazo, Secondary Supervisor, Department of Public Instruction, Seminole County, Florida, adds a word of encouragement. "Congratulations to you and the staff which you have assembled on your very excellent presentation of Western Civilization," writes Mr. DeShazo.

An engineer from Cape Kennedy writes, "Although I am not following the World Civilization course you are giving on TV for college credits, I am happy to have the opportunity to learn more about this subject. I do hope that you will be able to continue with further educational courses that will appeal to many people in the TV audience. You are presenting the course in such a way, that the people of those long ago days have come alive. As coordinator you should be very proud of the job you and your committee are doing."

A college student now enrolled in the University of Florida, Charles McKinney, writes that, "the pursuit of Ancient History in most colleges can be compared to a picnic in the midst of the Sahara Desert--it's awfully dry and dusty, but I can truthfully say that I have never enjoyed a course more than this one. The material presented has been presented in a most exemplary manner by extremely competent people and provides a refreshing change of pace as history courses go."

A retiree sends his encouragement. Mr. L. G. Paull urges us to "keep up the stimulating program, and on the basis of making this a way of life that we do not live for ourselves but for others. You are making a great contribution towards making life worth living."

If you multiply these illustrations by the hundreds of letters, phone calls, and words of encouragement received by the participating schools, you can better understand why we feel that five-college cooperation in developing and teaching a course in Western Civilization via television, utilizing commercial television facilities in this instance, is worthy of your consideration as a new direction in education. We have a limited number of copies of the syllabus used in this televised History of Western Civilization still available. Anyone attending this conference and wishing a syllabus may write to me and I will send it to you. The completed set of video tapes for this course is now the property of the Florida Institute for Continuing University Studies. Inquiries concerning the use of these tapes should be addressed to Dean Harvey Meyer, Dean of the Television Division, FICUS, Seagle Building, Gainesville, Florida.

IMPROVEMENT OF STUDY

H. O. Thomas
Dean of Students
Holmes Junior College

Purpose

The administration of Holmes Junior College, Goodman, Mississippi, inaugurated a remedial reading course, Improvement of Study, into its curriculum in the fall of 1961. The course was designed for academic probation students as a means of assisting these students to improve their academic work. Any academic improvement was purported to result primarily from an emphasis on the increment of reading speed and reading comprehension, and developing and facilitating note-taking and listening skills.

The basic design, procedures and materials used in the Improvement of Study Course (PY 101) were taken from Science Research Associates Reading Laboratory IV A. This particular Reading Laboratory was designed for high school and college reading courses, though not necessarily as a remedial device or means. Additional SRA materials used include a Rateometer and Reading Accelerator.

Supplementary materials and ideas for the course were drawn from On Becoming an Educated Person by Virginia Volk, How to Study by Thomas F. Staton, and How to Study in College by Walter Pauk.

The course was administered for a period of one semester or eighteen weeks. Class time allotted was three hours per week with the three hours being divided into two one-and-one-half hour sessions.

The purpose of this study was to determine the amount of improvement or determent in academic work resulting from participation in the study course.

Delimitations

The study included ninety-six academic probation students who completed at least one semester of work following the semester which resulted in their probationary status. Full time students are placed on academic probation at Holmes Junior College if they fail to pass a minimum of nine semester hours during one semester.

Procedure

The ninety-six subjects were divided into two groups. Forty-eight of the subjects made up the experimental group. These subjects participated in the study course. The remaining forty-eight students composed the control group. Members of the control group were randomly selected from students who were placed on academic probation prior to the induction of the course. No formal remedial techniques were made available to these people during their probation period.

Supposedly then, the only factors uncommon to the two groups were: (1) a separation in time, since the work of the control group was completed prior to the induction of the study course, and (2) the experimental group was subjected to participation in a course designed to facilitate academic work.

Since the number of hours passed during a given semester serves as the basis for determining probation status, the primary criterion selected to evaluate the work of the groups was a comparison of hours passed in relation to the number of hours undertaken.

A second validating criterion chosen was the quality point average of the two groups. At Holmes Junior College quality points are awarded on the basis of three for an A, two for a B, one for a C and none for a D or an F. In order that a difference might be denoted between a D and an F, the scale was transformed to A = 4, B = 3, C = 2, D = 1 and F = 0 quality points.

Results

An analysis of the data revealed that prior to attending the Improvement of Study Course, members of the experimental group passed, on the average, sixty-two per cent of the hours attempted. The mean quality point average for this work has 1.55 or a middle D.

Subjects in the control group averaged passing thirty-four per cent of the hours undertaken with a grade point average of 1.25, a D minus average, for work done prior to being placed on probation.

Post-probation work done by the experimental group resulted in their passing an average of eighty-four per cent of hours attempted with a grade point average of 2.10 or a C minus average.

Post-probation work done by the control group revealed an average of seventy-eight per cent hours passed and a quality point average of 1.79 or a D plus average.

In summary, these results it was found that the experimental group increased in the per cent hours passed from sixty-two to eighty-four and grade point average from 1.55 to 2.10. The control increased group from thirty-four to seventy-eight per cent in hours and 1.25 to 1.79 in grade points.

"T" tests revealed the difference between the per cent of hours passed by the experimental group to be significant at the .12 level. This means that this difference might occur by chance twelve times in one hundred. The difference in the two grade point averages of the experimental group were found to be significant at the .58 level.

The difference between the per cent of hours passed by control group indicated a confidence level of .09.

The quality point increment made by this same group, we might expect to find by chance sixty-eight times in one hundred.

The final comparisons made were the most pertinent in relation to the purpose of this evaluation. These comparisons were made between, not within, the two groups.

The difference in the proportion of hours passed by the two groups for work done prior to probation was found to be significant at the .08 level. However, the post-work confidence level was .22.

Quality point differences for the two periods were represented by confidence levels of .38 and .32 respectively.

Conclusions

An analysis of the data clearly indicates that the differences found between the two groups were not sufficiently significant to determine the effects of the study course. The most reliable differences were found to be within the groups. Even these more significant differences fail to fall within the commonly accepted significance level of .05.

Though the experimental group passed a relatively greater percentage of the hours attempted with somewhat of a higher grade point average than that of the control group, it must be noted that the original level of performance attained by the control group was considerably lower in relation to both criteria.

Since Holmes Junior College has employed no intermediate admission requirements it is unlikely that one of the two groups represents an abnormal college population. The data does point up the possibility that the general academic quality of the more recent students has improved.

There are other factors which possibly could have contributed to the results of the study. First, there is somewhat of a stigma attached to compulsory attendance in the course. In addition, it is possible that there were significant differences in the efficiency and quality of instruction provided the two groups.

As pointed out previously, the differences between grade point average and per cent of hours passed between the experimental and control groups are not significantly great enough to establish a reasonable level of confidence for saying these differences are attributable to participation or non-participation in the course Improvement of Study.

The study indicates that these probation students improve to a marked degree in their academic work of their own volition. The implications are, however, that they respond even greater to preferential treatment, despite the compulsory nature of the treatment.

Even though the study fails to either validate or refute the belief, it is still the consensus of opinion held by the course instructor, the administration, and participating students that the course is a worthwhile undertaking.

SEMINARS: AN APPROACH TO ARTICULATION

Robert P. Andress
Assistant to the President
Young Harris College

The content of my short talk deals with an experimental college-high school English Department Seminar. We at Young Harris College are in hopes that it will lead to other seminars composed of high school and college personnel involving not only the Department of English but other departments.

Like many experiments, the one about which I wish to speak developed in a very casual way. The Chairman of the college English Department has with increasing frequency in the past few years received letters from high school English teachers. Most of these letters have contained the same question. "What do you at Young Harris College expect the entering freshman to know and be able to do in English grammar and literature?"

In view of the above communications, the chairman of our English Department conceived the idea of holding a seminar in which the departmental members and those from a few senior high school English Departments would participate. The idea met with unanimous and enthusiastic support of all members of our English staff. Since the Dean of Instruction was away on sabbatical leave, the plan was presented to the president of the college who subsequently approved it. However, due to unforeseen difficulties the initiation of the plan was delayed.

Believe it or not, a similar but apparently independently conceived proposal was made to me by a high school principal while we were attending a basketball game on campus. I was now Acting President of the College and relished such an idea coming from a forward-looking principal. Believing that I was communicating an original idea, I contacted the chairman of our English Department. She told me her story and we set our plans in motion.

Invitations to a high school-college English teachers' seminar were extended to the senior high school in our home county and the two adjoining counties. In our letter we extended an invitation to dinner in our college dining hall so that participants would get to know each other on a casual basis. The letter also suggested that each school's representatives bring with them materials, syllabi, and ideas they had used and found to be helpful in teaching their various subjects.

Members of our own English Department entered into their planning with the primary objective that in no way should the participants get the feeling we were trying to dictate high school teaching procedures or content. In fact, our instructors wanted the high school teachers to initiate discussion and move forward with ideas and questions. At the same time, each of our instructors had agreed to lead out with an appropriate topic should discussion lag. For example, one would provide all participate with reading and English placement test scores on students coming from the high school involved. Hopefully, this would lead into a discussion on vocabulary, pronunciation and punctuation. Other instructors were to open the way, if needed, for discussion involving book-reporting, theme-writing, and use of the dictionary and library.

Regardless of how carefully one makes plans it is almost impossible to find a time when all persons involved can attend such a meeting as the one under consideration. A last minute conflict prevented high school teachers in the home county from attending. Yet representatives from four senior high schools came, along with one county school superintendent, one high school principal, and two county counselors. Young Harris College was represented by all five members of our English Department staff, the Dean of Instruction, and me.

One of the high school principals in response to my words of welcome pointed out to the group that the success of our seminar--or seminars--could possible cause others to be organized involving other departments. Therefore, a statement or set of purposes was in order. The Young Harris group welcomed this idea, for although they had some in mind, they wanted a set which had the support of all involved.

The following list of purposes was adopted:

1. To learn the goals which each institution had designed for its students to meet in the area of English.

2. To share with each other the methods, materials, and procedures utilized in seeking to obtain these goals.

3. To share with each other the problems related to teaching English in their institution as these effected their success or failure.

4. To see if ways could be found for dove-tailing high school-college English requirements so that the students' transition from one level of study to the other could be made with greater ease and involve less repetition of course content.

5. To share with high school English Departments our institution's findings on entering freshmen reading and English placement test scores.

Following the adoption of the above statement of purposes, the meeting continued with a natural flow of discussion. Materials placed on exhibit were examined and the persons bringing them made comments and answered questions relative to their utility, the places from which they could be obtained, and the success or lack of success achieved thus far. Frequently the teacher who brought the material called on the group to offer untried methods or innovations which might enhance the teaching-learning effectiveness of the item.

Much to the surprise of everyone, the seminar lasted for two hours without letup or boredom. Every topic--grammar, punctuation, reading, book-reporting, vocabulary, theme-writing, and use of the library--were superficially touched on.

Needless to say, the group voted that additional seminars should be held and that only one or two of the above topics be discussed at each. They further recommended that for the time being few or no additional high school English Departments be invited to attend. This latter recommendation was not intended as a selfish one. The group felt that the seminars would be more likely to succeed if kept small and that other departments would be ready to adopt some modification of them for their own use.

Only one seminar has been held as mentioned earlier; however, additional ones have been planned. What evaluation may be placed on the English Department seminar thus far? As an observer throughout the evening meeting, I would draw the following points.

1. The Young Harris faculty members gained a better idea of and appreciation for the class load and extra-class responsibilities the average high school English teacher is called on to assume. For example, several of these teachers held five classes every day with an average enrollment of thirty students in each. Should the high school teacher assign each student only three one-page papers per week, this would mean grading four hundred fifty papers per week.

2. The college representatives gained a realization that the high school teacher has to deal with a greater heterogeneity of students than their counterpart on the college level.

3. Discussion brought forth evidence that the subjection of pupils to repititious grammar courses over a five-year period may be a factor in many students' distaste for the subject; therefore, coordinated long-range planning deserves further study.

4. The need for new teaching ideas and innovations was an obvious desire by all.

5. Both high school and college English Departments are working toward the same goal. That of developing the individual into a more enlightened and communicative person with an appreciation for his literary heritage and the beauty of correct communication both spoken and written.

Forthcoming seminars may cause me to change some of my points of evaluation. However, for the moment I am highly pleased with the experiment and shall continue to give it my wholehearted support.

A COMMUNICATIONS CLINIC SERVES WELL

Marshall W. Hamilton
President
North Florida Junior College

The Communications Clinic at North Florida Junior College is as old as the institution. It is a manifestation of a very integral facet of the basic philosophy at the institution--that skill in communicating an idea is not only the most obvious mark of an educated person but is also one of the necessary attributes for a life of self-fulfillment for the individual. The North Florida Junior College is an open-door institution. Consequently, we enroll students of widely varying abilities, some of whom are not admissable to Florida's State universities. We strongly believe that our obligation to these people goes far beyond the simple granting of admission to our institution--and providing another opportunity to fail. Indeed the demands are broad. We must accept students with deficient backgrounds and immediately begin identifying their weak areas and strengthening them. Conceivably, it is our responsibility to shore up his weaknesses and at the same time provide him with two years of lower division College level work of the standard and calibre that will equip him to transfer at the end of the sophomore year to a senior institution and compete favorably with those students with whom he may not have been allowed to compete at the freshman level. This is a tall order. It demands courage, creativity and ingenuity. Junior college teaching is perhaps the most challenging experience a teacher can know, but he must be willing to wander from traditional patterns.

The idea of the clinic was born long before the first student ever enrolled at our institution. It has been nurtured and supported by the total faculty throughout the brief years of our history. It is based on the concept that skill in communicating an idea--in whatever form--undergirds the success in any area of academic undertaking, or, conversely, that lack of skill in communication impedes and often even totally blocks success in any given academic area.

A remedial English program was developed at North Florida Junior College to take care of the needs of those entering freshmen whose placement test scores and past performance indicate a generally weak background. There is nothing unique or unusual about this approach which is used by many colleges. The communications clinic, however, is something different. It is something special because it offers help beyond all the formally organized classes to those students who have specific identifiable problems in expressing or receiving ideas.

The Clinic has undergone a rather interesting evolution in its brief history: it has expanded its services and even changed in character somewhat. Throughout the years we have changed many of our policies in the Clinic--always trying to eliminate the weaknesses in its operation and always trying to make it serve the immediate needs of the students. It is our purpose to catch a student with a problem as soon as it is detected and offer immediate help, rather than wait until the problem results in a failing grade on a transcript. After the student's transcript is compiled it is easy to find weaknesses but it is also too late. We want to discover communication difficulties early and get to work toward their elimination as soon as possible. Discovery may be made in two weeks after the semester begins or it may be much later in the semester. We accept students in the Clinic at whatever time during the semester difficulties are identified.

In this undertaking, we have solicited and received the support of the total faculty. When any faculty member spots a student in any one of his classes whose academic progress is impeded or actually stymied by any facet of the communications area, the instructor is asked to invite the student for a conference and discuss the problem frankly. Often the instructor and the student can identify the actual problem by reviewing both oral and written performance in the class. The next step is a three way conference between the student, the referral instructor, and the director of the Clinic. At this conference the problem is again frankly discussed and the three principals involved design a program to get at its correction. An actual schedule is developed for the students work in the Clinic. This schedule is always designed with the student's convenience in mind. After this conference the referral instructor is not formally involved any further. When the problem is corrected to the satisfaction of the student and the director, the referral instructor receives a brief report from the director stating that the student's clinical work has been successfully completed. The length of time involved varies with the individual. The student might correct his problem in three weeks, or six weeks, or four and one-half months, or two years. No reward of any kind is offered for rapid completion, nor is there ever any penalty inflicted from the Clinic. The profits accrued in the Clinic evidence themselves in the formal classwork--and that's how we want it.

The problems range over such a large area that the approach must nearly always be personal and individual. Nothing is more stultifying than to force a student, who is aware of a problem of his own, to cover again material that he long ago mastered while the instructor clears up someone else's problem. A student simply does not want to, nor can afford to, waste this kind of time.

Sometimes, the problem might be in the science of grammar. He cannot get his subjects and verbs to agree and his participles always dangle. Therefore, his expression is not only incorrect but awkward and clumsy as well. His difficulty might be a lack of ability to see relationships correctly, and so he is unable to coordinate and subordinate successfully. Sometimes it is an inability to effectively organize and phrase estemporaneously which inevitably leads to poor grades in an unannounced examination in any discipline. Too often it is a thing so simple as a lack of sufficient attention span. Frank discussions, drawing up a time budget, and spending a few sessions with simple materials and an alarm clock will usually correct these items.

Occasionally, the problem is lazy listening habits: the failure to hear, organize and effectively record good notes in lecture classes such as Western Civilization. Too often the problem is an impoverished vocabulary. Each problem is individual and demands a program especially geared to the individual.

We have often found that incorrect and ineffective oral speech patterns impede progress. We have discovered, somewhat to our chagrin, that these offenders might well be students who perform acceptably in formally organized English classes. They understand the rules of the language and are able to apply them successfully in English classes and then walk right over to the Physics laboratory and break every rule they know. We have discovered that habitual oral speech patterns have to be changed by conscious effort and the clinical approach gives emphasis to the principle. The student described above is easy to help. He needs only to recognize his problem and then spend a few hours in the Clinic where he engages in a casual informal conversation on any subject with the director while a tape recorder captures the conversation. This student is usually able to proceed alone from there. He plays back his tape and takes careful notes--from this he is able to detect the pattern of his own oral errors. Then he consciously strives to replace faulty speech patterns with acceptable ones. Habit works with him and he is usually able to clear up his problem soon. This type student usually only needs some stimulation to make a conscious effort to substitute effective speech patterns for faulty ones until the substitution replaces the old habitual pattern--and one more potential failure is salvaged.

We have often discovered that many of the problems we meet in the Clinic result from an inability to read effectively. Refusing to accept at face value the premise that poor readers are always poor thinkers, we have established a Reading Clinic. This Reading Clinic grew out of, or perhaps I should say, is a part of the Communications Clinic. It has rapidly become one of the most popular endeavors on the Campus--not only for the poor readers but for many good readers, as well, who see a distinct advantage in becoming better readers. We have statistical evidence to support our personal observations that wonderful things are happening in the Reading Clinic--but that is another story.

In the early years of our operation the Communications Clinic was operated by the regular English staff--each staff member spent a certain number of hours each week in the

Clinic with the Head of the Department coordinating the work. However, the Clinic became very popular with the students and we could see significant accomplishments--sufficient to merit the expenditure of some money. So we employed a full-time director of the Clinic. She has no other teaching duties. Since all the work must be highly individualized, she finally became pressed for time. Then we discovered Programed Learning. We discovered that many of the programs seemed almost made-to-order for our work. Each program is devoted to a single block of information and is designed for self-teaching. We have very carefully examined before purchasing, and in so doing, have accumulated a fine library of programed learning materials to add to our own teacher designed programs and have been able to increase the number of students served many times over.

An interesting side effect has developed from our programed learning materials. Many of our superior students have dropped by the Communications Clinic to ask if we might purchase very advanced programed materials in some particular area where they have sufficient interest to go on beyond that offered in the regular course discipline. We are cooperating as rapidly as possible and we find ourselves supervising advanced physics, modern mathematics, and foreign languages, etc. Now we envision a whole new facet to our program. Certainly, from a psychological standpoint it will do our whole idea no harm to have one of the superior students on Campus sharing a table with a low-achiever in the Clinic while they both work away with programed materials.

We continue to experiment and seek for better ways to serve the students through the Clinic. One of our most popular innovations last year was the offering of "short-courses" keyed to the Freshman English courses. For instance, when the English classes began work on the research paper, the director of the Clinic offered a short course in the area of developing outlines. It was a very popular short course. It lasted for three weeks. The Clinic was badgered with all those freshmen who had somehow graduated from high school without polishing off the ability to develop a clear logical outline to guide research writing. The short course was completely voluntary and it took three sections to handle those who wanted to attend. We offered another short course later in the semester. This one was keyed to the Poetry study in freshman English. Our short course was called figurative language. Again we had many eager participants--a little top heavy with young men with fine scientific minds or fine high school football records who suddenly realized that in order to be successful in Freshman English it was necessary to be able to tell a metaphor from a simile.

We have learned some astonishing things in the Clinic--and highly rewarding. Time and time again we have been able to isolate a problem, give some very real and individual help just at the time the student needed it most and then note a marked improvement all across the curriculum load. Even more important, we have watched them experience the sweet taste of success as soon as we were able to defeat that unconscious conditioning for failure that is so deadening and so widespread in mass education today. We have watched their own self-concept change. We have watched the very students who were forbidden admission at the Universities at the freshman level move on and compete successfully at the junior level.

We do not, of course, salvage all those who come to us. Some of them fail--but not until we have exhausted all our efforts to help them. But we salvage far more than we lose. We salvage some students who would have in a less enlightened period of public education in America been classified as strictly non-college material. It is to these people that we feel such a deep responsibility. We are determined to offer them something more than the right to enroll at NFJC and promptly flunk out and in so doing reinforce what can too easily and too quickly become a pattern of failure that can become a way of life--prolonging the need far into the future for widespread government sponsored programs designed to help those who cannot help themselves.

We are pleased with the Clinic. We think it is worthwhile. We have much evidence to substantiate our observations. We are pleased with what it has done philosophically for our staff. We are now deeply involved with plans to make the clinical services even more valuable to those that need the services.

THE AUTO-CRITIQUE METHOD OF INSTRUCTIONAL EVALUATION

John E. Anderson, Dean
Columbus College

As the population explosion continues to be felt in the colleges and universities, the expansion of present facilities and the planning of new ones have become part of the educational scene on campuses all across the country.

As new buildings and colleges spring up as if by magic, legislators and the public may point with pride at the tangible evidence of their concern about the future of higher education in America. But, the creation of each new campus, the completion of each new building, and even the establishment of each new curriculum are not without their drawbacks. For the problem of staffing each facility is no longer a bridge to be crossed in the future, it is imminent, and the available supply of experienced faculty is limited. In fact, at present, most institutions have one or more unfilled vacancies on their staffs because of the lack of qualified candidates. Further, data from graduate schools and other sources of potential faculty indicate that the shortage will become increasingly severe into the 1970's. Consequently, department heads, deans, and presidents have intensified their efforts to not only acquire but retain competent qualified faculty for their institutions.

To this end, armed with data concerning soaring enrollment, teacher shortage, and current competitive salaries, most presidents have been able to slowly but surely extract increasing amounts of money from legislators or trustees for faculty salary raises. This has been a continuing process and promises to be more so in the foreseeable future. However, this largesse is not without its attached strings. Insistence has been made that raises be made contingent upon merit--and not given across the board. The dean, unenviable creature that he is, when confronted by the president on this point, agrees wholeheartedly and with rapidity, because he is under pressure to cover classes and the projected salary increase may spell the difference between a few restful nights and the nightmare of searching for two or three newly vacated positions. Thus assurances are given that only the meritorious shall be given increments.

Of course this entire situation would be rather amusing if it weren't so tragic--and so real! Because for years the brightest and best trained men have gone into industry and more recently into research as the salary structure there has disproportionately increased. Now, after years of selective starvation, the college personnel are asked to reward only the outstanding, and mirabile dictu, there wtill remain in colleges, some who are outstanding. This is either a tribute to the dedication and altruism of the teacher, or a monument to his colossal ineptitude.

Be that as it may, however, most components of the educational system are happy. The faculty has its raises, the public has its newspaper account of how merit raises only are to be given, the legislature or trustee body has the promise of the board of control or regents, the regents have the promise of the presidents, the presidents have the assurance of their deans, and finally, the deans have their classes covered and ulcers palliated temporarily--but only temporarily.

But soon, as swiftly the dawn the night, comes the day of reckoning. Someone, typically the dean, must show evidence of good faith in attempting to either devise or discover a discriminating merit scale, or else be prepared to defend his conclusion that all his faculty are indeed meritorious, thus deserving of an increment across the board. Since we usually end up with the latter approach anyway, the scope of this paper is limited to the first alternative.

The most frequent and most discussed approach to merit rating is the construction of a scale or index which would reveal good or desirable pedagogical practices. Most have been oriented around the concept of good teaching. Rating scales or other evaluative devices, filled out by students, former students, peers, or superordinates, have been most prevalent. However, the many reliability and validity problems, including definitions and criterion measures, in addition to the attendant faculty morale disturbances, will not be dealt with since they are well known to all administrators. Generally, this approach has been attempted, discarded, attempted again with a new twist, and subsequently discarded again almost with a monotonous regularity. The question of whether this technique is better than nothing remains moot in the eyes of many deans.

Another approach, less formal and less informative also, is class visitation. Often this is done by the dean, department head, a seasoned and respected teacher, or a peer. Problems of open faculty resentment and sampling bias are of course manifest, but of more pragmatic concern to the dean is the inordinate amount of time which must be devoted by the visiting evaluators to the visitation schedule. Since, if any type of systematic and comparative information is to be derived, a definite plan and adequate coverage must be obtained, but, because of the time factor that this arrangement necessarily entials, most deans have not relied heavily on this method of assessment.

A third approach has been the follow-up of former students in subsequent relevant courses. At the junior college this has been particularly difficult because of the necessary cooperation of the many and diverse senior institutions to which transfers have been sent. In addition, because of the time delay involved, faculty are frequently gone by the time such data are available. Senior institutions have somewhat the same problems with reference to graduate schools, but within their four-year confines, institutional research programs could be most revealing in this area. To my knowledge, there have been no published data on this to date. This method has not been used to its fullest extent.

A fourth approach to the assessment of faculty merit, and one heavily leaned upon, is that of talks, lectures, symposia, or publications. But, that there is a considerable difference between quotidian class delivery and special discursive forums or written articles, is too obvious to dwell upon. The chief positive values of this approach are that it is quantifiable, gets good press, and, of course, is easy to do. The chief drawback is that it is not relevant.

A fifth approach is rather--and better said--no approach at all, but a melange of rumor, student reports, hearsay, and the typical scuttlebutt pervading a college campus. As a feedback mechanism, this approach has heuristic value, but as a discriminandum for merit it is not only useless, but can do a great deal to destroy faculty morale, and the respect of the dean by the faculty.

A sixth approach, and the one on which this paper reports, is that which I term the auto-critique method. The basic ingredient is that the instructor evaluates himself. The chief disadvantages are that the method is essentially self contained, is not readily relatable to an external criterion, and is not amended to tangible control or manipulation by the administration. But, since upon scrutiny, the other approaches have these two disadvantages as well, as has been pointed out previously, the advantages of this method offer themselves as worthy of the consideration of a dean who is attempting to discharge his obligation to assess and upgrade the instructional level of his institution. Amond these advantages are:

1. Evidencing interestest in the teaching process itself by the administration,

2. Indicating confidence by the administration in the faculty's ability to evaluate themselves as professionals and make self indicated improvements,

3. Giving the faculty a workable and frequently interesting method of whereby they may improve themselves,

4. Preservation of anonymity by faculty, thus forestalling feelings of "big brother" watching,

5. Establishing essentially a self operating and perpetuating system not calling for a great amount of time,

6. Placing of the dean in the position of being called in for aid by a motivated faculty member, rather than being looked upon as an intruder with unwanted advice,

7. Providing specific and concrete examples (preserved on tape) of problem areas which can be referred to upon replay, and not having to rely on notes or faulty memory.

Method

The materials used in the current investigation were a rating sheet and a tape recorder with two on-hour tapes. Nineteen members of the 26 full-time faculty volunteered to participate. The rating scale was constructed after consultation with various experienced former faculty colleagues of the author at Florida State University, and a review of the items appearing in various published teacher rating scales. Ten different areas were covered with the categories of "verbal delivery and "enthusiasm" being further subdivided. A seven point rating scale was then imposed on each category with the directions asking the instructor to rate himself from low (1) to high (7) as to his performance in each category. The final category items were:

1. Speaking voice
2. Mannerisms or pleonasms
3. Knowledge of subject matter
4. Enthusiasm - self
5. Enthusiasm - engendered in class
6. Digressions
7. Organization and preparation
8. Use of analogies, examples, illustrations, etc.
9. Handling of questions
10. General atmosphere created.

Anonymity was preserved, although for statistical treatment each instructor was asked to assign himself an easily remembered code name or number. After the form was filled out, it was then turned into the dean's office. Two one-hour tapes and a recorder were then made available to each instructor. His instructions were to start the tape at the beginning of the class hours, and turn it off at the end. This was to be done for two class periods within a two-week period. After both recordings were made, the instructor was to pick up another copy of the rating sheet, listen to both tapes, and then refill out the rating sheet which was also turned into the dean's office. Thus a comparison could be made of the instructor's original and subsequent ratings of himself. Tapes were reused at will by the instructor. Instructors were encouraged to discuss specific problems emerging from the sessions with an experienced teacher, the department heads, or the dean.

The forms were then analyzed for information.

Results

Since the ultimate purpose and hence the real value, of this auto-critique method was to have each instructor devote his professional skills, talent, time, and energy to a critical self assessment, statistical treatment of group data was considered of subordinate value. Nevertheless, cursory analyses were made and certain conclusions reached. These data will be presented below. Comments elicited from the faculty reflecting the self assessment component of the method are also listed. Thus, both quantitative and qualitative aspects are noted.

The data presented in Table 1 are by columns:

Column 1. The pooled mean score (N=19) by category on the first or Before administration of the scale.

Column 2. The same for the 2 or After.

Column 3. Directionality of change.

Column 4. Pooled rank of each category in comparison with the other categories on the Before.

Column 5. Same on After.

Below the table you will note the grand mean for the

Table 1

	Mean Score Before	Mean Score After	Direction of change of Mean Score	Rank Before	Rank After
1.	5.64	5.72	+	6	9
2.	4.50	4.26	-	10	8
3.	6.16	6.15	-	1	1
4.	6.05	5.89	-	3	2.5
5.	4.89	5.21	+	9	10
6.	5.37	5.73	+	8	6
7.	5.71	5.78	+	5	3.5
8.	6.11	5.89	-	2	2.5
9.	5.79	5.78	-	4	3.5
10.	5.47	5.52	+	7	7
Grand Mean	5.56	5.63	+ rho = .87 sig.	.01	

Table 1 Mean scores, direction of change, and ranks on Before and After administrations of rating scale.

Before and the After administrations, and a Spearman rank order correlation coefficient.

The statistical analysis included:

1. An analysis of variance and F test.
2. White's Rank Order test of significance.
3. Spearman Rank Order correlation method and test of significance for sampling variance.

As can be readily inferred, no statistically significant differences between the Before and After administrations of the questionnaire were found using either the parametric analysis of variance or the non parametric Rank Test. Further, the coefficient of correlation between the two administrations of the scale was .87, significant beyond the .01 level, hence indicative of a quite high and reliable relationship. The conclusion that there was not an overall change in self rating on this seven point scale as a function of the listening to the taped sessions is readily made. However, since on a rating scale in which there is a compressed continuum, i.e., seven points plus a considerable halo effect operating--note the skewing toward the high rather than middle or low end of the scale--a factor suggesting that the faculty think highly of themselves on both administrations, which is not unrealistic since the college thinks highly of them also, and has reinforced this view both with verbal praise and behavioral acts. On such a rating scale, it is not unexpected that numerical data are not significant. However, much information is available from inspective analysis of the pattern of responses made. Along these lines, some interesting points emerge. They are:

1. Widest range = Category 5, (Enth-Eng-Class)
2. Constricted = Category 9,(Handling Questions)
3. Highest rank Before=Category 3, (K of Sugj.Matter)
4. Highest rank After =Category 3, (K of Subj.Matter)
5. Lowest rank Before =Category 2, (Mannerisms or Pleonasms)
6. Lowest rank After =Category 5, (Enthus.-Class)

7. Of special interest is Category 6, (Digressions), which shifted from 8th to 6th ranking. This indicates that the faculty perceive themselves as digressing less after listening to their tapes, than they originally thought.

The data in Table 2 indicate the number of faculty (total N=19) who, as a function of listening to the tape, shifted:

1. up (+, thus giving a more favorable rating to themselves),

2. down (-, thus giving a more unfavorable rating to themselves),

3. no change.

It is to be noted that five of the ten categories showed a directional change by a majority (<10/19) of the raters. These categories were:

1. Speaking Voice,
7. Organization and Preparation,
2. Mannerisms or Pleonasms,
5. Enthusiasm Engendered in Class, and
10. General Atmosphere Created.

Table 2 also reveals the ranking of each category

Table 2

	Direction				
Category	Favorable +	Unfavorable -	No Change 0	Total Changing	Susceptibility to change Rank
1. Speaking voice	8	6	5	14	1.
2. Mannerisms or Pleonasms	4	6	9	10	4.5
3. Knowledge of subject matter	1	1	17	2	10.
4. Enthusiasm - self	2	4	13	6	9.
5. Enthusiasm - engendered in class	6	4	9	10	4.5
6. Digressions	6	1	12	7	7.5
7. Organization and preparation	7	5	7	12	2.
8. Use of analogies, examples, illustrations, etc.	2	6	11	8	6.
9. Handling of questions	3	4	12	7	7.5
10. General atmosphere created	6	5	8	11	3.

Table 2 Directional change by frequency for each category, (N=19), and rank of susceptibility to change of each category.

from most susceptible to least susceptible to change of rating by the faculty as a function of listening to the taped lectures. Category 1, (Speaking Voice) ranked first in susceptibility to change, while category 3 (Knowledge of Subject Matter) was low or least susceptible. Interviews with experienced faculty revealed that they could not acclimate themselves to the sound of their own voice regardless of past auditory exposure. Of interest are the values of category 6 (Digressions), and category 10 (General Atmosphere) with ranks of 7.5 and 3 respectively. This may indicate that faculty are more fearful of digressing than the facts might warrant, and that atmosphere effects continue to be a rather evanescent quality.

Table 3

Number of Faculty who changed ratings preponderantly (>5) upward = 5
Number of Faculty who changed ratings preponderantly (>5) downward = 6
Number of Faculty who had no preponderant shift = 8

TOTAL 19

The data in Table 3 indicate the number of faculty who changed their rating of themselves on the second administration, and the directionality of the change, on five or more of the ten categories. Of the nineteen faculty involved, five rated themselves more favorably the second administration, six less favorably, and eight did not change their ratings on five or more categories. Thus, more than half of the faculty (11/19) appeared sensitive to the information obtained from the tape. It is in this sense, then, that the auto-critique method seems of value.

In the more qualitative or second facet of the data analysis, some comments made by the faculty respondents are listed below.

1. The day recorded happened to be a good day! Not every day is like that.

2. After hearing recording of lecture--hard to determine enthusiasm of students--difficult to pick up on tape!

3. Lecture was very boring, I think!

4. I know it, although I often can't articulate it well.

5. The fact that this was a "tape" somewhat cut down on the class response--perhaps I was more formal--but I found this whole thing enlightening!

6. Good questions and enthusiasm following tape (2nd period).

7. Pace could be speeded up.

8. I believe my major fault is in delivery--lack of inflection and too many pauses while trying to phrase thoughts. I think this is offset by inspiring interest through relating subject matter to everyday life.

9. My delivery is too slow--too many pauses--also too many repetitions.

10. I feel that students were more interested in recorder than they were my lecture.

11. Too many long pauses--repeating words--"It is clear", "rather obvious", "we know", "so we see".

Again, these comments seem illustrative of the point that this technique can provide feedback to the interested instructor.

Conclusions

The prime conclusion reached by the investigator is that the auto-critique method is not a useful instrument in evaluating instruction for a merit criterion purpose. Because of lack of external (to the individual instructor's own frame of reference) criteria, it does not seem to have objective value for inter-instructor or instructor-criterion comparisons. A corollary, if secondary, conclusion, however, is that the auto-critique method has great value for instructional improvement on the part of the average as well as highly motivated instructor. In addition to the anonymity and self pacing features as indicated in the introductory passages of this paper, the results, both quantitative and qualitative, suggest that informational feedback of a differential nature is provided the instructor. Thus, the auto-critique method, as it relates to instructional improvement, seems worthy of continuation and Columbus College has incorporated it into the general orientation program for new faculty during their first year on campus. It is hoped that this method, with additional experimentation, preferably with video tape, will ultimately produce increasingly better teachers.

SELF-STUDY IN PROGRESS - NO ADMINISTRATORS ALLOWED

E. A. Knight, President
The Northeast Mississippi
Junior College

I think that among the many ways in which I benefit from these conferences in Florida, one in particular stands out--that of learning new terminology that is applied to old problems. This varies from year to year. Some of the ones that have been so prevalent are: exploratory, developmental, uncommitted, bloomers, auto-critique, and I have even detected the deletion of training from in-service: even the words of "Ol' Man River" have been changed!

This calls to mind Dr. Reynolds painful experience with audio-visual--as well as my running feud with our nursing staff. I insist to them that I will continue to say nurses training until they come up with a better term than nurse education! For some reason, for the past few years they have begun saying that you educate nurses and train monkeys, dogs and other species which are uneducable. I maintain that when you can only graduate 7 out of 32, we might jolly well be training nurses. But, as a result of this meeting, I have heard a term which I think will please them highly: nursing technology!

Well, after eliminating the training from in-service, I had to go back and eliminate the word from the presentation that I had prepared. On Monday, in one of our discussion groups, Bob Anderson made a contribution indicating the need for more controversial discussion in our southern junior colleges. We have not lacked for controversial discussions among the junior college administrators here at this conference--and I must include among these even the title of this presentation, "Self Study in Progress- No Administrators Allowed". I am indeed happy that the time has now come for me to clarify this title so that I may be subsequently reinstated to the good graces of my administrative colleagues. By this title, I have been accused of advocating that the administration should have no part in the official self-study and eventual Committee Visit that is required by the Southern Association. I do not advocate this--in fact, I saw one junior college get into some serious trouble by not allowing the administration to know what was in the self-study until it was published.

The problem of In-Service faces us each year. By whatever means we receive suggestions or provide subjects for study, it is still rather frustrating to the administration, because of the usual amount of encouragement one has to do in order to be able to get the faculty to continue working. The purpose of in-service should be to assist us in understanding better some aspects of our work in the junior college with an ultimate objective of improving instruction. It is a very common thing at meetings such as this for presidents and academic deans to search widely from school to school seeking new subjects for in-service projects. Some we find have possibilities, while others we find could not possibly work because of conditions existing in our own local situation. Nevertheless, the wholesale pooling of ideas is good; it's a subject that most of us try to put out of our mind, and just hope that someone doesn't walk up and say, "What kind of in-service projects do you have going at your college?" For an in-service program to be effective, a workable, organized program must be developed locally with the cooperation of instructors and administrators.

Improvement of instruction can be based only on an accurate assessment of present status, and from whatever source the information is gathered, the evaluation serves as a fruitful starting point for improvement.

The Northeast Mississippi Junior College is not unique; it shares the same types of problems that many of you have--financial, personnel, enrollment, etc. It serves a geographical area composed of five counties with an enrollment of 600 full-time day students, 42 full-time faculty members, and 4 administrators. Statistics consistently indicate that Northeast serves 80 - 85 per cent of all high school graduates in the area who attend college. Approximately 60% of the students who complete two years transfer to senior colleges and graduate well in the upper one-fourth of the graduating classes. The curriculum is primarily transfer type with vocational and technical programs in Intensive Business, Woodwork, Metals, Welding, Drafting, and the Associate Degree Program in Nursing. The physical facilities of the college are valued at approximately 2.5 million dollars.

The college was accredited by the Southern Association in 1956. Advanced preparations for complying with the ten-year official self-study required by the Southern Association provided the inspiration for the program that we have conducted on our campus for the past two years.

Realizing that there were weaknesses in many departments which would have to be corrected, we were confronted with the idea of prompting the 16 departments to undertake the project of studying themselves under conditions that would be favorable and through which weaknesses could be pointed out as well as strong points, resulting in no embarrassment on the part of the instructor or the department.

The president and the dean of the college discussed the plan with several department chairmen who could provide excellent leadership in such a plan and on whom we knew we could depend to launch the program and set the example. It was finally decided that the project would be instituted and introduced to the faculty at the faculty workshop prior to school opening in September, 1962.

We concur that this is not something new to a great many departments because some do an excellent job of constant evaluation. Yet the fact remains that something had to be done to encourage those departments that had made no effort to update their curriculum or their instruction. Our thinking was to have a campus-wide self-imposed self-study and involve all departments. Terry O'Banion made a statement yesterday to the effect that it is a shame to have to force people to do things in education. The belief on which the plan that we instituted here was based on the idea that improvement does not happen until the following criteria are equal:

1. The faculty and administration cooperatively feel the need for improvement, in specific areas or in general.

2. The faculty member admits to himself that he/she personally has areas or techniques which need attention.

3. The administration has so set the stage that evaluation and subsequent improvements can be made easily. In other words--and to take certain liberties with a statement that Dr. Plummer made yesterday--instead of finding the students where they are and then stretching them, find the faculty where they are and then allow them the room to stretch themselves.

The invitation was extended to the members of all departments to involve themselves in a program of self-study, evaluation and follow-up. Some of the organizational aspects of the study would be as follows:

The entire cost of the program would be charged to the general operation of the college rather than to departmental budgets.

The findings of the department would be confidential and, if the members of the departments preferred, no administrative officer would participate in any of the conferences or ask for the findings of the evaluation teams.

If the faculty so desired, all initial contacts and secretarial work for the study would be handled by the dean's office and any further correspondence would be taken care of by the faculty secretary.

It was suggested that any number of evaluators could be invited, with the provision that at least one be a representative from the senior institution to which the majority of the Northeast students from that particular department normally transferred. (I am not sure that in your state you have the same situation we have in which quite a few senior college faculty seem to be authorities on the junior college without having had the privilege of seeing a junior college in operation. However, it would be to our advantage, as well as to the student's, for his major professor to have had the opportunity of evaluating the corresponding department at Northeast.)

Following this initial meeting, it became apparent from the faculty comments that, for the most part, the suggestion was well received and if properly nurtured, the program should be, at least, a mild success. From the evaluation sheets turned in by the departments after the study was completed, I should like to quote several of the statements as to the reaction of the faculty when the plan was first announced:

"This would be a good chance to get a check on the department, in order to make the most out of what we have; and to get advice on what to secure first in order to meet the needs of a strong program of instruction in this department."

"Favorable, felt this would be a good opportunity to really get down to brass tacks of what we need to do to improve."

"At first, I did not feel that it would accomplish much."

"Not too impressed with the plan in the beginning."

"I was wholly favorable toward the program from the first mention of it."

> "I did not resent the self-study, as some did, because I want my department to be up to par, approved by the senior institutions, and recognized for its work. Therefore, I welcomed the opportunity to have the curriculum inspected, the laboratories and equipment checked, and the library surveyed. Besides, if something is amiss, I much prefer to hear it from a friend than from an official evaluation committee."

Some of the departments readily set about to conduct their own private self-study with frequent departmental meetings, addendums to syllabi, and I saw faculty members perusing the library shelves that I had not seen in the library before. When they felt that they had had adequate time to study themselves, they were to then provide the dean's office with the names of specialists whom they should like to have come take a long, serious look at their department, as well as themselves, personally.

The first request for initial contact of a visiting team was received from the chairman of the Social Studies Department in March. Team members selected by the department were the outstanding department heads from two state senior colleges. The request as well as the plan was presented to the representatives in this letter:

Dear Dr. Moore:

The Chairman of our Department of Social Studies has asked that I invite you, or some representative from your department, to our campus for the purpose of assisting in the evaluation of the social studies curriculum and facilities with the hope that you might offer suggestions which will aid in the upgrading of our present program.

This is not a part of an official self-study. Dr. Sumners feels that this typs of self-imposed self-study could possible be of more value than one which was made as a case of necessity.

We should like for some emphasis to be placed on course content, library materials, and other things relative to the quality of instruction.

If you or a delegated representative find that it is possible to accept this invitation, we would be very grateful to you.

Sincerely yours,

Subsequent to this department's request, we wrote to 36 visitors who were invited to take part in the evaluation of the other departments of the college.

The second question on the post evaluation reports asked the chairman of the department what prompted the department to initiate the self-study. Here are some of the statements made:

"Encouragement from the administration."

"Since an official evaluation was to be made in the near future, thought it might be well to get started, so that we would have plenty of time to be ready for the official study."

"I felt a self-imposed self-study would, perhaps, be more informal and really get closer to the job being done locally."

"The members of our Department were anxious to have the instruction and equipment evaluated, to find if the work and aids compared favorably with any college in the state, and to correct any part not up to the best standards."

In answer to the question, how did you feel that such a study would help you, some of the replies were:

"Upgrade the instruction in the department. Secure suggestions on needed equipment, kind of equipment, where to get it, and what to get first, second, etc."

"Oftentimes we get in a rut and fail to realize our shortcomings. This self-study would make us realize we do have weaknesses."

"To better know the weaknesses and ways to correct them."

Here, it is very evident all departments admitted to weaknesses and the need for improvement.

In every case the departments reported a very thorough evaluation including the following:

A thorough discussion of the offerings of the department. (prior catalog material had been mailed.)

Inspection of text--time spent on each unit.

Examination of tests given.

Study of individual grade curves of each instructor for two previous semesters.

Study of teaching load.

Curriculum study.

Classroom equipment; maps, audio-visual equipment, films.

General condition of classrooms including desks and lighting.

Inspection of course syllabi and outlines and lists of required reading.

Inspection of library holdings--(in most cases the team members pulled library cards to see if they were being currently used by students).

Interviews with each departmental member and inspection of personal data on each.

Review of Departmental budget.

Inspection of papers prepared by students:

a. Those which were done in class.
b. Those presently on hand that had already been graded by the instructor.

The visiting team was asked to prepare a statement following the evaluation stating weaknesses, strong points, as well as recommendations for improvement. At the discretion of the department, a copy could be sent to the dean of the college. In order to indicate the potential value of having these people on our campus under these conditions, I should like to quote some of the principle comments returned:

> "It was quite revealing to be on your campus. Somehow, the enthusiasm which I encountered has been contagious and I have returned to my work much more eager to evaluate myself more frequently."
>
> "I wish we were as well equipped to teach in this area as you are."
>
> "It is certainly reassuring to find a person like 'Miss X' in a position of responsibility in our junior college system."
>
> "We are quite impressed by the attitude of the entire staff of the division. All of the members appeared interested in their work and in their attitude toward teaching and toward students. It did appear that they are congenial and competent."
>
> "We wish to commend the college for its zeal in building up a library. Your holdings in the field of history show that you have worked diligently in this respect."

Although the confidential aspect of the program was emphasized, without exception the dean and the president were invited to sit in on the final summary meeting with the visiting team and the departmental faculty. Copies of all statements sent back to the department were forwarded to the dean of the college. I think this points out quite clearly that once the faculty got into the project, they were eager for the administration to hear the good things that had been related to them during the process of the day and since quite a few recommendations involved an outlay of funds, they evidently felt that the administration should hear these recommendations from someone other than themselves.

I should like to take just a few minutes to relate the experience of the librarian with her committee. Two outstanding team members from the University of Mississippi were selected for this visit. Together they compiled a total of 55 years of experience as librarians.

The thoroughness with which these two ladies conducted their evaluation was fairly typical of all of the other evaluating teams. For the most part they all came loaded for bear. But anyway they arrived on the campus quite early with a stack of cards about the size of two canasta decks and on each card was written a multitude of questions which were to be addressed to our librarian within the hour.

After the usual greetings were carried out the question and answer period got under way and lasted about 2½ hours. An oral examination on a doctoral dissertation could not have been more complete. Our librarian still blushes at the thought of this encounter.

This was followed by several hours of searching and checking in the stacks--department by department--to see if they had appropriate holdings in sufficient quantity to satisfy their requirements and the recommendations of experts in the field of what the junior college library holding should be.

From their report, departmental library holdings, which had previously been inspected by other visiting teams, were re-evaluated by these well-informed and energetic ladies.

In summing up the results of this project, I would much rather use faculty reactions:

> "The committee was surprised to find that our junior college was up-to-date and curriculum in our department practically identical to senior colleges."

> "We have a better relationship with the university. Our visitor made some constructive criticism, but at the same time, he congratulated us for a most successful operation. I think it was equally as enlightening to him as to us."

> "Excellent public relations for the college."

> "I think the visit of these representatives made us more aware of the importance of the relationship between our work and that of the senior colleges to which our students transfer. It made them more appreciative of our situation...as to quality of students with whom we work, etc. They gave us the benefit of their thinking relative to specific teaching problems--research paper work, grading, etc."

> "It was good to examine ourselves and to find out the things that could be done to upgrade the curriculum, methods of teaching, selection of textbooks, etc. I believe that the improvement in the department has been beneficial to everyone concerned."

> "I think our visitors were impressed to the extent that they would give a favorable report on the college, the department, and the instructors. They recognized we had weaknesses but offered kind, considerate, and helpful suggestions. From their suggestions we have already begun to improve.

> "There were many general and specific benefits received from the visiting professors and the self-study. It was very gratifying to each member of the department to know that our personal qualifications as instructors was above the average; that our library was adequate; that our catalog listings were correct; that our maps and visual aids were of the best."

"The good of such a study is far reaching. I am sure our image in the eyes of the University from which he came is far better than before as a result of his having had a part in the planning of the program here. I know my status as a teacher grew like a vine--overnight."

This means, then, that only good can come from such an effort, and already we are reaping a good harvest of recognition and praise. When all is finished and every department is looked upon with approval, we will have reached our goal--A COLLEGE RECOGNIZED FOR QUALITY!

The total cost of the project amounted to less than $150 and aside from the expert evaluations and valuable suggestions, we are stronger in every respect as a result of this effort. It would have been easier to let the idea die, but we are happy that it did not.

The improving faculty is a questioning faculty--that has found the answers.

WHO SHOULD SELECT THE BOOKS AND OTHER EDUCATIONAL MEDIA FOR THE LIBRARY COLLECTION?

J. Griffen Greene
President
Volusia County Community College

Before attempting to answer this question, I would that we consider the milieu out of which the selection of library material should emanate. According to the philosophy of library and educational authorities, the selection of library materials for any type of academic library--whether it be an elementary or a senior high school library, a junior college library, a senior college library, or a university library--is a venture which without the consideration of several basic factors, neither can be executed favorably, nor serve the purpose which it is obliged to serve--nurturing the educational program. These factors include (1) the objectives of the institution, (2) the curriculum and methods of instruction, (3) the instructional staff, (4) the composition of the student body, and (5) the sources or print available to faculty and students outside of the particular library in question. Considering these factors, let us begin with the objectives of the institution.

It is held by Louis R. Wilson and his colleagues, including Miss Sara Rebecca Reed of the F. S U. Library School, in their work: The Library in College Instruction (1951), that "the basis of the educational program is found in its statement of aims and objectives. These serve to introduce the ideals of the institution to the faculty and students and to the public, and they determine the policies of the college... in planning the educational program and in developing the library collection. Departmental aims and course objectives are also important in serving as directives for the book selection program."

Next, let us consider the curriculum and the methods of teaching, still in Wilson's frame of reference. Important in this factor are the length and level of the curriculum. In our case, this would mean the first two years of college, except where special additional programs as vocational and technical or business terminal programs, which might require less time. What is the nature of the curriculum? Is it the liberal arts type; does it emphasize general education; is it vocational and technical or does it represent a new departure in college curricula built around student needs? Answers to these questions will determine the kind of materials needed for the students.

What methods of instruction are used? Do textbooks provide the only knowledge required; are students required to fulfill reading lists; do other types of materials (A-V) complement the reading materials? Is it important to consider whether or not course offerings are scientific and scholarly or whether they are popular and simple? These conditions will influence the type of books needed to serve the students.

A third factor is related to the instructional staff. With increased emphasis on attention to the individual and the corresponding encouragement of individualized study, instructors have great opportunity to influence student reading habits. If there is a high regard for scholarship and if instructors confer frequently with students, they (the students) will read more per annum and their reading will be more diversified.

A fourth factor for consideration in the problem of materials selection is the composition of the student body. Is the institution co-educational, or not? Are the students able to purchase their required books, or do they rely on the library resources? What is their cultural background: are their parents professional people who have provided their children with books, music, and art, or were they unable to provide them with these experiences? What are the mental capabilities of the students? Is the institution selective or does it accept all high school graduates, regardless of their scholastic achievement?

The last factor for consideration as it affects materials selection is the availability of library materials to faculty and students outside the immediate library. This factor brings to mind the question: "How well is the community supplied with book stores, public, private or other libraries and newsstands? All of these factors are significant in executing favorably a book and other educational media selection program, as mentioned above, in any type of library, although we are only concerned with junior college libraries.

Along with the above factors, a basic principle should undergird the policy of book and other educational media selections. This is the principle of administrator-librarian-faculty cooperation. Now, let us consider the question: "Who Should Select...?"

Guy Lyle, in his work: The Administration of the College Library (1944), held that the administrator should participate in book selection by providing appropriate funds, by enlisting cooperation of faculty and insuring that individual members are capable of furnishing this cooperation, and by participating himself in the selection by recommending pertinent books on newer developments in higher education.

Lyle agreed that the faculty should cooperate by becoming familiar with needs of departmental interests, with bibliographic aids and by actually selecting books for their departments.

In the words of Wilson and his collaborators, again, the importance of faculty-librarian cooperation should not be spared.

> The selection of materials for the college library offers the instructor and the librarian an opportunity for professional immortality. The results of their labors remain long after them as a memorial to their knowledge of books and bibliography.

They report that some college presidents have included among their criteria for evaluating the professional abilities of their faculties the following: (1) the instructor's willingness to assume responsibility of selecting library materials, (2) the appropriateness of his recommendation for purchase, and (3) his ability to stimulate his students to use the materials after they have been acquired.

As to the librarian's contribution, Wilson states: "The librarian is usually directly responsible to the to the President for the expenditure of the library funds. In the matter of book funds, however, the librarian may share the responsibility with the library committee or with the individual faculty members. To facilitate the selection of materials for each department, it is customary to have one faculty member designated as department-library representative. In any case, the orders (requests) are submitted to the library and the librarian subsequently orders and informs all concerned of the status or completion of the orders.

More recently, Robert C. Jones, Head Librarian of American River Junior College, Sacramento, reporting on "The Use of the Library for Better Instruction," stated in the Junior College Journal for April, 1959, that the consensus of a panel at a Conference at the University of California was that the faculty should help with book selection as subject specialists and so that they can both keep up with books in their fields and know what the library has. Mr. Jones also reported the idea that each department should make an effort to keep his field in balance.

An observation relating to an experience of departmental heads of the Volusia County Community College will substantiate the above views. During the past spring, nine departmental heads participated in a survey of the library for the McGrath Study. These instructors worked with the librarians to gather the information they needed for the survey and, as a result, became very familiar with the library's holdings in their several areas and were able to make valid recommendations in several types of materials based on their experience.

One of the classic authors on the literature of librarianship, the late Helen Haines, said in her work: Living with Books (1935):

> Constant personal reading must accompany and supplement the study and practice of book selection. Because no single human brain can grasp the whole content of literature--proficienty in book selection--a wide range of book knowledge and power of instinctive sound critical judgment--is made possible through knowledge and use of the "tools of the trade" (aids, guides, bibliographies which record and appraise the current and standard literature) and through rapid, discriminating gleaning of literary reviews and news about books.

Supporting this view, I should think that faculty members, in order that they might effectively participate in the book selection program, should become familiar with book and other materials reviewing publications, both scholarly and general. Some periodicals worth consideration (and these could be multiplied manifold) include the following:

American Economic Review
American Historical Review
Book Review Digest
Booklist and Subscription Books Bulletin
New York Times Book Review
Saturday Review of Literature

Some general magazines maintain book review sections regularly. Among them are American Mercury, Nation, New Republic and the Yale Review.

For periodical selection, Farber's (formerly Lyle's) Classified List of Periodicals for the College Library and Hoole's (SACSS) A Classified List of Reference Books and Periodicals for College Libraries, and Florida's Bulletin 22CJC2, could be consulted.

For A-V materials, the following may be used to advantage: Coronet Film Catalog, Educational Film Guide, Filmstrip Guide, Encyclopedia Brittannica Films, McGraw-Hill Films, producers' recordings catalogs and dealers' catalogs.

For books, standard lists such as Bertalan's Books for Junior Colleges, Hoole's Classified List of Reference Books and Periodicals for College Libraries, such other lists as Basic Materials for Florida Junior College Libraries (the Bulletin 22CJC series), other state lists, Shores' Basic Reference Sources, lists appearing in Library Journal, College and Research Libraries, publishers' catalogs, etc., may be used as selection aids and be a part of the faculty's knowledge.

The answer to the question: "Who Should Select the Books and Other Educational Media for the Library Collection," then, seems to be the administrator, the faculty, and the librarian, with some consideration for student recommendations.

THE LIBRARY AND LEARNING IN THE JUNIOR COLLEGE

Sara Krentzman Srygley
Associate Professor
Library School
Florida State University

The importance of library services for institutions of higher learning has been recognized to some degree since the first colleges were established in the United States. Harvard University, William and Mary, and the University of Virginia are examples of our earliest institutions which provided libraries as part of their establishment plans. However, the first college library in this country, established at Harvard in 1638, was generally planned to meet the needs of faculty and graduate students rather than those of undergraduates, on the assumption that the lecture method of teaching did not require students to use more books than they could have in their personal or fraternity collections.

After more than 300 years, Louis Round Wilson and Maurice Tauber wrote in their text on university library administration: "Although universities in the United States invariably include undergraduate students, the principal emphasis is placed upon the problems of the university in its effort to provide its major service--research--to the upper divisions and to the graduate and professional schools and the special institutes of the university."

In all these years, what have our college and university libraries seemed important for? There is some evidence that increasingly libraries have been considered as vital in relation to the nature and quality of instruction. The emphasis in accreditation standards on library resources and services, the usual references to the potential of the library in commencement orations, the concern of many prospective faculty members who investigate the library's resources before deciding to join the faculty in a college or university--all support the concept that the library is an educational force.

While our institutions are prone to describe the library's holdings and services in glowing terms in college catalogs, there is statistical evidence that the kinds of libraries that have been provided generally do not support the idea that library services are basic to good college programs. In 1963 the United States Office of Education reported such shocking facts as these: (1) National standards of the American Library Association for library collections are met by less than 25% of our four-year colleges and by less than 10% of our two-year colleges; (2) National standards for provision of adequate library personnel are met by less than 25% of our four-year colleges and by less than 20% of our two-year colleges; (3) Less than 45% of all colleges, junior and senior, provide adequate funds for library support as compared with the national standard of 5% of the total general educational budget.

It seems that in higher education we generally talk or write about libraries in one way and support them financially in another. Your own concern about this matter will be determined by your own concept of the degree to which library service can, does, or should affect instruction.

For any designated junior college, one would surely need to know something of the educational program it projects before one could fairly estimate the importance of providing good library services. Who is to be educated? What does the faculty consider a good education to be? What concept of the educational process does the faculty have? How will teachers teach, and what opportunities for learning are deemed important? How much value is placed on independent learning experiences of students and how much value on teacher dominated experiences? The answers to such questions may indicate whether good library service is a necessity or a luxury in a college.

It is generally agreed that the college library came into its preadolescent period in the mid-thirties. This was the result of changes in college programs: the development of honors programs, survey courses, integrated courses, and seminars or discussion groups at the undergraduate level.

Research findings in regard to the learning process have had influence in our colleges as well as in elementary and secondary schools generally. Recognition of individual differences, the power of motivation, the necessity for student involvement in ways other than listening--all these have suggested changes in curriculum plans and in teaching methods.

These changes have sent students and teachers to libraries for a variety of purposes and in numbers undreamed of in earlier years.

As early as 1932 the Stephens College Experiment demonstrated a serious effort to improve the student and faculty use of a junior college library. B. Lamar Johnson was the leader in this program which involved the total faculty of the institution. The college centered its attention on individual development of students and placed the major responsibility for student direction on teachers. The teachers were involved in planning library services and materials were made accessible in an imaginative way.

Classroom libraries related to the central collections were provided for some areas, division libraries were developed and dormitory libraries were established. Students were encouraged to check out collections of books, recordings and framed pictures for their personal use on a long-term loan basis.

Some classroom sessions were held in the library where either the teacher, a librarian, or both participated in the class activities. Librarians were involved in planning instruction and in actual teaching of individuals and of small or large groups. The selection of materials for the library collection and for teaching plans was cooperative.

In five years the annual average number of books borrowed per student increased from 9.27 to 25.34. Dr. Johnson reported that the increased use of the general library was due primarily to changes instructors made in their teaching. The teaching plan came first. Library materials and services were chosen to support the instructional plans.

Related to such experimentation, in 1939 Donald J. Cowling said:

> The attempt to coordinate and to unify the efforts of teachers with the services made available by trained librarians is based on a sound principle of education which is recognized and understood more clearly now than a decade ago. A college library is no longer a mere collection of books to be prized and guarded as relics of the past, nor even an enterprise within a college of importance only to those who happen to develop a special interest in its opportunities. The processes which constitute the library in a modern college are inextricably involved in the processes of both learning and teaching. Any college teacher or administrator who does not see the importance of this fact falls short of understanding one of the most important advances in modern education.

In today's junior college the type of library services offered reflect the intellectual climate, the nature of teaching and learning, and the purposes of the institution. For good library services there must be great expectations. Administrators, the teaching faculty, the students--all must be involved in continuous evaluation of the library's services and in constructive suggestions for library improvement. Perhaps one of the best signs of a healthy program is a good bit of "divine discontent" tied to the willingness and ability to improve.

In improving library services in the junior college these principles seem worth considering:

In improving library services in the junior college these principles seem worth considering:

1. Those who are to use the library should be involved in planning it.

2. Librarians should have competence as teachers and as professional librarians.

3. Materials should be made accessible to library users--in classrooms, in offices and in their places of residence.

4. People to be served in libraries should be considered more important than the tools which serve them.

5. The library should be as inviting as possible, with a comfortable physical and emotional climate and attractive environment.

6. The library program should adjust to changing needs of its clientele and new possibilities for services through improved educational media, new materials, etc.

7. The library should be considered as a service area, a center for communication of ideas, a stimulus for intellectual, moral, and spiritual growth as compared with "a place to go."

8. Teachers and librarians should understand the significance of using the library as a laboratory in teaching the process of free inquiry. There should be a plan for teaching students where and how to find information; the ability to read critically, with comprehension and speed; the special study skills related to using library materials.

9. The role of the library in the personal and social development of students should be understood. Exhibits,

displays, record concerts, film forums, book reviews or discussion groups must be planned to meet special needs and interests of the students served. There should be a planned program designed to interest students in the books and other media which may enrich their lives.

10. There must be teacher and librarian concern for sending students to the library with purposes for learning that they understand and accept as worthwhile.

11. There must be concern for the development in students of desirable attitudes, skills, and habits related to reading, viewing and listening as a significant aspect of their education.

12. Library services must be offered and used in an atmosphere of freedom. The library collections in our colleges must invite exploration of the great ideas and the great controversies of today and of the past. There must be freedom to read and to choose from what is read in terms of its value.

13. Good library service is expensive, and can be justified in its contribution to the achievement of the educational goals of the junior college.

Such principles as these must be clearly understood by the administration, the teaching faculty, and the library staff of the college if good library service is to develop.

All of them should share responsibility and satisfaction if the library is educationally effective. All of them should be aware and concerned if the library is more a place to visit occasionally than an integral part of the plan for junior college education.

A NEW LOOK IN COMMUNITY EDUCATION

Carl W. Proehl
Pensacola Junior College
Vice President for the
Center for Adult Studies

It is a distinct pleasure for me to address this Fourth Annual Administrative Teams Institute. This is so not only because of the position of great responsibility which each of you holds, but also because most of you have been very intimately concerned, over a period of years, with the topic under consideration. As a result of this association you already have at your disposal a vast storehouse of knowledge concerning post high school education programs. I respect your past experience and your knowledge in this area and would presume only to reinforce or to reassess what is already established concerning the importance and direction of post high school education.

The purpose of my presentation to you this morning is threefold: first, to set forth the logic and philosophy for a program of continuing education; secondly, to describe briefly the current process and development of an all-encompassing continuing education program at Pensacola; and, third, to suggest certain lines of action for giving greater impetus to this important educational program.

As many of you will recall, Lloyd Warner and his associates published a book in 1944 entitled, Who Shall Be Educated?. Today, two decades later, we still have not been able to answer this question with complete finality. There is still considerable controversy as to who shall be educated and as much controversy, indeed, as to how, and with what they shall be educated. Today, unfortunately, there is also an assumption among many people that a society can choose to educate a few people very well or many somewhat less well, but that it cannot do both.

In a society such as ours we have a responsibility to the individual, to society, and to government to develop maximum potential in every individual. We can no longer quarrel over "elite" versus "mass" education. Our educational system must meet the needs of all people by offering to every individual the kind of educational experience that will enable him to meet his particular problems with the kind of tools he is best fitted to use. Only by thus diversifying its methods to meet the needs of all citizens can education be called democratic.

Grant Venn, in his recent book, *Man, Education and Work*, states, "All levels of education, *and particularly post-secondary education*, must quickly move to assume greater responsibilities for preparing men and women for entry into the changed and changing world of technological work. Unless far more and far better education on the semi-professional, technical, and skilled levels is soon made available to greater numbers of citizens, the national economy and social structure will suffer irreparable damage."

The Educational Policies Commission, in a recent report, maintained that, "A person cannot justly be excluded from further education unless his deficiencies are so severe that even the most flexible and dedicated institution could contribute little to his mental development."

Within the framework of this responsibility, the community junior college has a greater obligation to its people and a greater task to perform than most people today realize. It has the tremendous responsibility of providing opportunities for a continuing program of education for all residents of a community. It is unique in that it places an emphasis on education throughout life. Advances in technology, changes in family and economic patterns have created a new need for education which the community college can and must fulfill. It can offer short courses, conferences, clinics, concerts, basic college work, vocational-technical courses, programs for continuing education and public forums. It can, and is likely to be the center of cultural life for the community--the home for the theater, art exhibits, amateur athletics, and recreation. It belongs to the community, it reflects the community, and it must serve the community. Indeed, it is the community!

This relatively new institution--the comprehensive community college--must be a flexible institution for it must design curricula to suit a wide range of human capacities, interests, aptitudes, and levels of intelligence. These curricula must provide (1) sound general education for all students, including adult elementary and secondary work for those who require it, (2) university parallel courses, (3) two-year technical courses and (4) a continuing education program including vocational, technical and general enrichment programs. Within the framework of these varied curricula, the key determination concerning each student, made through a program of careful counselling and guidance, will be made in terms of his present stage of educational development with the emphasis on what happens to the student rather than on the time he spends in pursuit of a particular goal.

The community college bears a close relationship to the secondary schools, to the university, and to local business and industry. It must be infinitely sensitive to the economic and academic trends within the community. It must keep its fingers on the pulse of employment trends and the industrial requirements within the community. For these reasons particularly must the college be organized and controlled to represent the people it serves.

These concepts are not new, they have appeared in print many times over and have been the center of much discussion. I submit, however, that the implementation of the full responsibilities of a comprehensive community college and all that it represents will be a new departure for most--if not all--and a requirement for all if we are to meet the current demands for training and education for all our people. Venn points out that, "The need can be met only within the educational system, and society will insist that the job be done there.. Decisions are going to be made. But whether these decisions will be made by educators acting within a consensus that this is a legitimate and necessary form of education for our time or by legislators reacting to societal pressures to get a job done is still an open question. The history of vocational education should suggest to all educators, particularly those in higher education, the importance of a vigorous, imaginative approach to the educational needs of the technical occupations."

What are the specific demands being placed upon the community college? The Educational Policies Commission predicts that within a decade, 80% of the entire high school age group rather than 65%, as at present, will graduate from high school and nearly 70% of these, instead of the current 58% will seek further education. This means that "upward of 2 million"--twice the current number--would seek admission to college. And yet, of this number, in terms of current statistics, only one out of five will ever complete his college education. The implication is clear: that in addition to a tremendous influx of degree-seeking people, the community college will be faced--as it is now--with a candidate for something other than a four-year degree.

Today, lack of adequate training is one of the major factors in unemployment. Unemployment in the unskilled labor group stands at 8% as contrasted with a 2% rate of unemployment for skilled and professional groups. It is a strange fact that in the face of an alarming rate of unemployment, there is a shortage of workers trained to fill some of the jobs most available in modern industry. Each year some 300,000 youth are literally dumped on the labor market; every community has its share and more of the functionally illiterate; each year 100,000 farmers and farm laborers enter the labor market. Today, 30% of our high school students drop out before receiving their diploma, much less receiving any vocational preparation. Our technically oriented economy has nothing to offer the untrained and the uneducated. There is literally no room at the bottom of the ladder. But this need not be. The answer lies in great part in providing more and better occupational education, which, as Harris has pointed out, "... emphasize(s) diversity rather than conformity; ...hold(s) out the promise of opportunity rather than the barrier of selectivity; and take(s) pride in practicality as well as in intellectuality." Whose responsibility are these untrained, unskilled citizens? There is no doubt that the community college, in playing its role to the fullest extent, can provide an educational program realistically related to future employment opportunities.

Unfortunately, the public impression is that America's only labor need is for more engineers. The fact of the matter is that we desperately need one to three technicians to support each engineer, and skilled workers, in turn, to support the technician. We have begun to think that anyone who isn't a space-age engineer--or at least a college graduate--is doomed to be a second-rater. This just isn't so today and we need to convince many parents and young people of this fact. It is pertinent in this connection to recall Dr. John Gardner's observation concerning excellence.

Dr. Gardner, President of the Carnegie Corporation, said, "We must learn to honor excellence (indeed to demand it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness however exalted the activity. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing not good philosophy. Neither its pipes nor its theories will hold water."

We have planned and built for higher education--and this is as it must be--but today, vocational, technical and continuing adult education are no less important. In addition to all of these requirements already mentioned, we need to provide training and education to up-date skills and technical knowledge, we need to provide training and education for those whose jobs will disappear because of increased efficiency, automation and changed economic conditions. We need to provide a kind of continuing education which will lay the base for a more profitable use of leisure time. We need to provide a program of education which eliminates both the geographic and financial barriers to self-sufficiency. To these ends, better than any other agency, the comprehensive community college can serve the community.

On January the first of this year, initial steps were taken here at Pensacola to implement a program of continuing education reflecting a philosophy not unlike that which I have just presented. On that day, Pensacola Junior College assumed administrative control of all adult general, vocational, and technical training in Escambia County by the establishment of the Center for Adult Studies. On July first of this year, fiscal control of the Center was assumed by the college and new facilities, to be built adjacent to the present campus, will be occupied in the summer of 1965.

Immediately upon the determination by the Board of Public Instruction that Pensacola Junior College was to assume a new role, that is, an institution serving the community educationally in the broadest sense, steps were taken to plan the modification and to lay the groundwork for promoting general acceptability of the new concept. Recognizing the importance of informing those who were to be directly involved and those who would have an interest in the new program, a series of staff and faculty meetings was held both at the college and at the present adult high school and the adult vocational school for the purpose of discussing the new program with faculty members. Similar meetings, in small planning groups, continued as staff and faculty planned facilities and set up procedures for combining the administrative functions of registration, guidance and counselling, payment of fees, library services, purchasing, and food services. Information concerning the new developments at the college was disseminated through the college and local newspapers and through presentations to community groups and continues to be disseminated. Representatives of the State Department, Division of Vocational, Technical and Adult Education, spent time with staff members of the college discussing various elements of the new program. Instructors in the several programs of the Center were actively involved in building planning.

I mention this aspect of program development because I believe it to be extremely important to inform people on matters which are of concern to them and to involve in the planning as many as can profitably share and contribute. A new departure in program development needs to be sold; we can never legislate public opinion or support for a program, nor can a college administration mandate staff and faculty support. The effective development of this concept--bringing together a junior college degree program and a program of continuing adult education--is a two-way street. Its success will demand mutual respect and understanding on the part of all involved.

Observations over the past several months--even prior to January 1--indicate an enthusiastic, cooperative attitude on the part of those involved in the development of this new program. There is evidence of a willingness to share ideas and to cooperate in planning. It has been my experience, in working with teachers, that these two factors--sharing ideas and cooperating in planning--are indicators of effective action and that a program is really moving ahead.

The joining of adult general, vocational and technical education and the associate degree program, under a single administration, called for a departure from the more traditional organizational structure and operation. In the reorganization of the college administration, two vice-presidents were appointed--one to head the degree program and one to head the continuing education program. Each reports to the president of the college and has equal status with the other. Serving both elements is the Dean of Administrative and Instructional Services and his non-instructional staff.

This organization holds great promise for the effective advancement and necessary recognition of adult education and occupationally oriented programs. The Center for Adult Studies is an integral part of the college yet autonomous in its own right. The college's total resources are at its disposal and closer coordination by all personnel is a reality because of mutual concern over the success of the total college program. Although admittedly not entirely untried at other institutions, the undertaking here at Pensacola provides a pattern of organization and operation unique in its more definitive aspects and one which it is hoped may set a pattern for others to follow.

As we plan this new development in its more detailed aspects, there are, of course, many facets to consider. There are several points, however, which bear specific mention:

(1) Every effort must and will be made to maintain the present high level of "academic respectability" and effectiveness in all aspects of the total college program. In no sense may the purely academic pursuits be negatively affected by the development of non-degree programs.

(2) We shall need to develop a broader concept of general education and tailor it to fit the needs of individuals in terms of their level of pursuit and abilities.

(3) We shall bend every effort to maintain a good balance in both the total college program and in its several parts, so that the product of the college may reflect total preparedness to meet the challenges of his chosen pursuits and the responsibilities of effective citizenship.

(4) We will provide the necessary academic resources which our students need for related knowledge and general education background.

(5) We shall join the forces of the related and general disciplines with the vocational and technical interests to design the special courses which may be needed.

(6) A new program of this type calls for a departure from tradition and demands new insights, imagination and flexibility. We expect to develop a program which reflects these qualities.

(7) This program envisions a limited inter-change of selected students between the degree program and the continuing adult studies program. It is anticipated that both areas will have students who can profit from offerings given in another area.

(8) It is planned to provide a highly effective guidance and counselling program through which students may be carefully guided into programs for which they are best suited.

We have been given a mandate and broadly conceived, this is our task:

(1) To provide education and training for all who seek it and can profit from it.

(2) To develop institutional individuality and pride in a special contribution to education.

(3) To achieve excellence in terms of our own objectives.

(4) To expect each student to strive for excellence in terms of the kind of excellence that is within his reach.

Finally, I would suggest certain lines of action as a means of giving greater impetus to this important educational program:

(1) Include the present adult and vocational programs in the determination of units of instruction for the junior colleges.

(2) Seek State Board and Legislative action to make these adult and vocational units bear the same monetary value as those for all other non-parallel work in the college.

(3) Investigate now the means by which the financial barriers may be removed for free education at the junior college level.

(4) Develop further criteria as a basis for evaluating the effectiveness of educational programs and for maintaining high standards.

(5) Find the means for paying the salaries needed to attract good teachers. Top salaries mean a stronger program--more, better qualified full-time instructors and better salaries for better qualified part-time people.

(6) Take positive steps to keep the public adequately informed concerning its educational programs. A poorly informed public is not in sympathy with something it does not understand--even if that something may be for its ultimate benefit.

(7) Deal with this new comprehensive community college concept in terms of an institution in its own right--not as an appendage of the university system or of the public school system.

As we consider our responsibilities for the various aspects of post high school education, we will do well to recall the oft-repeated challenge set forth by Alfred North Whitehead, not in 1964 but almost 50 years ago, in 1916--"Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated."

ADDRESS

The Honorable Tom Adams
Florida Secretary of State

The invitation to meet with you today was accepted with sincere pleasure. For, it is good to be here on the campus of Pensacola Junior College and to meet with you who are such a vital part of our educational system.

Until recently, the roads to quality education that we seek in our several states have been nothing more than winding ruts filled with bogs of frustration and detours of indifference.

But, a satellite tossed into orbit by an alien power seven years ago punctuated the importance of quality education in our country. Since that moment in history the citizens of our nation have broadened the road. They are paving it with public acceptance and are demanding academic opportunities second to none in the world.

To you and to me comes the responsibility to provide the means by which this education can be gained. With the backing of a demanding public, you who literally mold and administer the vehicles of education, and we who share the executive responsibilities of governmental leadership, can and must provide these educational opportunities which are commensurate with the times.

Our heritage--our nation--our very survival depends upon it.

If we are to have true quality in education, we need institutions of learning which can both bring out the best of each student and provide the best for each student. This is the goal upon which we have set our sights. It is a goal which is necessary if we are to permit every student to develop to his fullest capacity and obtain the best education possible.

For a week you have applied yourselves--searching the problems and exploring the means with which to achieve this academic perfection in the junior colleges that you represent. But, we must look beyond the individual school, the individual curriculum and the individual instructor and student. We must look at the total educational system. We must insure that this excellence of opportunity is clearly defined throughout the total system.

For too long now we have been building institutions helter-skelter throughout the state. We have indulged in crash programs--racing against the demands of our time--building academic empires without taking into consideration what the end result will be. Will we have a well organized, functional, and progressive educational system? Or will we have a hydra-headed academic monster?

Will we have a total educational system with each level--kindergarten through graduate school--specializing in its own field of responsibility through which each student can move and progress according to the dictates of his own abilities and resources? Or will we have a maze of competing institutions, each of which is more concerned with its own program than in developing a total system which will meet the needs of the whole state?

The time of decision is upon us. We in Florida are at the crossroads. And the alternatives of our decision are clearly evident in the systems of higher education in some of our sister states.

Take for example California. There we see a junior and community college system of 71 institutions now within commuting distance of more than 80 per cent of the state's high school graduates. On the drawing boards are 20 more junior colleges which will be added by 1968.

On the next level of California's higher educational system are 15 state colleges scattered throughout the state and serving upward of 130,000 students.

Capping off the unified system is the University of California with eight campuses throughout the state with more than 70,000 top students enrolled. And the ninth campus is rapidly taking shape. This capstone of California's educational system accepts only the top 12½ per cent of applying freshmen. But there are ample junior and undergraduate institutions which can adequately fill the needs of those many who do not meet the rigid standards of the university.

On the other hand, there are systems such as that of Michigan where the giant universities compete, one with the other, through a maze of branch campuses. In one case a branch of one university is operating literally in the shadows of the main campus of another institution. There are universities competing for public funds to build medical schools when such schools in other parts of the state are seeking students to fill out enrollment deficiencies.

Florida has built a foundation of higher education. But what we do in the next few years will determine whether we have a single educational system dedicated to the best possible education for each and every student, or whether we construct academic castles and confusion in a system of pedagogical empires.

We already have a clear natural pattern in Florida: a comprehensive and effective school system from grades kindergarten through twelve; a system of junior colleges, such as this one; degree-granting undergraduate colleges, such as the University of South Florida; upper-division colleges, such as Florida Atlantic and the new institution being developed here; and finally, the capstone, universities such as the University of Florida and Florida State University with their graduate schools and advanced research programs.

Expansion within the framework of this pattern would give us a system whereby junior colleges could serve their true and unique purposes such as:

Providing terminal education for those seeking vocational and technical training.

Providing transitory education to facilitate a smoother academic, social and financial adjustment from secondary school to college.

Providing preparatory education for those who lack certain academic requirements for college entrance.

And providing introductory education for those who will go on into the upperdivision colleges and also to relieve the pressure on the four-year institutions.

The four-year colleges would complement the junior college program with on-campus education for the freshman and sophomore years. And coupled with the upper-division colleges, they would carry the student on through the bachelor degrees.

Finally, our universities could concentrate on those students who have both the ability and desire to go on through graduate school. With a four-year undergraduate program, the universities could accept the more promising students at any time. They too could tailor their scholastic demands to fit the need of their graduate programs.

Then, as an extension of the programs of these several levels of our higher educational system, we have the Florida Institute for Continuing University Studies. Of course, the role of FICUS should be restricted to supplementing existing programs rather than competing with them. And lately there has been a tendency by this agency to migrate into the province of the junior and community colleges in the field of vocational education.

Each of these levels and units of our total educational system should have its own particular field of responsibility. Each should be relatively independent of the other--yet coordinated in the overall educational system.

As this relates to you, the public junior college should be separate and apart from the elementary and secondary educational programs. It is not an extension of high school--not grades 13 and 14. But, rather, the junior college is more a part of higher education. Yet it should not be directed by the administration established for higher education. Our junior colleges are unique and can best fulfill their multi-purposes with an administrative framework all their own operating in that most important area between the public schools and our higher educational framework--related to both, dependent upon neither.

However, if the junior college is to fulfill its unique role as a community college with both academic and vocational curricula, it is best administered at the local level.

To accomplish this purpose, the junior college president should be responsible to his local junior college advisory board rather than being cast in the role of an employee under the county school superintendent.

The physical facilities should be owned by the local school board and controlled by it with the guidance of the junior college advisory board. The administration of the junior college program, however, should be responsible to its advisory board which would in turn work with local public school officials.

In this way, the junior college would be more sensitive and responsive to the individual needs of its locality while at the same time meeting the standards of higher education that are set at the state level. These standards are needed to coordinate the quality of education throughout the entire system making it possible for a student to progress smoothly from one level to another until he reaches the peak of his potential.

Then, too, we must remember that private schools, colleges and universities also are an important part of our total educational system. In fact, they were the foundation of our educational system. And, still private education serves a vital need. For it is free to select its own curriculum, free to explore and criticize our political structure, and free to emphasize religious and moral truths which are constitutionally restricted in our public schools.

Private education is free of governmental control and restrictions and can raise that independent voice which is necessary in the preservation of our democracy.

Let us deny the premise that education is a responsibility to be totally underwritten and controlled by public funds. But rather let us recognize the truth that our education responsibilities can best be met by a blend of public and private institutions working hand in hand to fulfill our total needs. It is the balance of this blend that alone will insure success.

If we, in our quest for quality in our educational system, should fall prey to a grandiose empire of public education and let private education fail and lose its voice in our total educational program, then, there is little reason to expect that our free society will long continue to exist.

But, we have within our hands the material, the public support, and the talent to build a total educational system that is capable of meeting the demands of today and the challenges of tomorrow--a system which will both strengthen and protect our democratic principles. This we can do. This we must do, or we will lose the very means by which it can be done.

REGISTRANTS

Abrams, Robert W.
Director of Development
Gardner-Webb
Boiling Springs, N. C.

Acey, Anne
Director of Admissions
Ferrum Junior College
Ferrum, Virginia

Allen, G. W., Jr.
Dean of the College
Chipola Junior College
Marianna, Florida

Amburgey, James H.
Dean
Hiwassee College
Madisonville, Tennessee

Anderson, John E.
Dean
Columbus College
Columbus, Georgia

Anderson, Lucile
Librarian
Okaloosa-Walton J. C.
Valparaiso, Florida

Andress, Robert P.
Assistant to President
Young Harris College
Young Harris, Georgia

Ashworth, C. D.
Chairman, Business Division
Administrative Asst. to President
St. Johns River Junior College
Palatka, Florida

Attaway, Herbert
Dean, Terminal Division
Lake City Junior College
Lake City, Florida

Barber, Ronnie
Professor of Electronics
Manatee Junior College
Bradenton, Florida

Barker, J. M., Dean
Martin College
Pulaski, Tennessee

Benson, Bob
President
Gaston College
Gastonia, North Carolina

Benton, B. D.
Director, Public Relations
Hiwassee College
Madisonville, Tennessee

Bergengren, Roy
President
Daytona Beach Junior College
Daytona Beach, Florida

Black, David
Dean
Georgia Military College
Milledgeville, Georgia

Boggs, H. W.
Dean
Northeast Mississippi J. C.
Booneville, Mississippi

Bracken, Denver
Dean of Students
East Central Junior College
Decatur, Mississippi

Branch, Frank B.
President
Holmes Junior College
Goodman, Mississippi

Branch, Mrs. Frank
Registrar
Holmes Junior College
Goodman, Mississippi

Brown, James B.
Dean-Registrar
Suwannee River Junior College
Maidson, Florida

Bruce, C. V.
Business Manager
North Greenville J. C.
Tigerville, South Carolina

Bullock, Espin
Business Manager
Pensacola Junior College
Pensacola, Florida

Bungert, William
Dean of Instruction
Lake-Sumter Junior College
Leesburg, Florida

Burch, I. R., Dean
Rosenwald Junior College
Panama City, Florida

Caruthers, E. P.
Dean of Students
Volusia County Community College
Daytona Beach, Florida

Clawson, Kenneth, Dean
Lake City Junior College
Lake City, Florida

Coleman, W. D.
Business Manager
Hiwassee College
Madisonville, Tennessee

Cooper, Leland
Coordinator Research
Central Florida Junior College
Ocala, Florida

Cordell, Tom
Acting President
Abraham Baldwin Agr. College
Tifton, Georgia

Cox, John A., Jr.
Director, Public Relations
Wingate College
Wingate, North Carolina

Cox, Merlin G.
Dean of Arts & Sciences
Daytona Beach Junior College
Daytona Beach, Florida

Crubaugh, J. S., President
Itawamba Junior College
Fulton, Mississippi

Cunningham, J. N.
Executive Vice President
The Marion Institute
Marion, Alabama

DeFoor, Terry W.
Registrar-Treasurer
Northwest Alabama Junior College
Phil Campbell, Alabama

Dresbach, Richard
Graduate Student
Florida State University
Tallahassee, Florida

Duncan, Pope A.
Dean
Brunswick College
Brunswick, Georgia

Earnest, Charles R.
Director of Admissions
Pensacola Junior College
Pensacola, Florida

Easley, John,
Dean
Brevard Junior College
Cocoa, Florida

Edwards, H. Neil
Public Relations
Brewton-Parker College
Mt. Vernon, Georgia

Eiseman, Frank W.
Dean of Men
Gulf Coast Junior College
Panama City, Florida

Farley, Ray
Dean of Instruction
Young Harris College
Young Harris, Georgia

Floyd, Leroy C.
President
Lincoln Junior College
Ft. Pierce, Florida

Fordyce, Joseph W.
President
Central Florida Junior College
Ocala, Florida

Fowler, Harmon
Chairman, Technical Division
St. Johns River J. C.
Palatka, Florida

Frazier, Mrs. L. J.
Counselor
Washington Junior College
Pensacola, Florida

Garin, Robert H., Jr.
Director, Academic Affairs
Indian River Junior College
Ft. Pierce, Florida

Glasgow, James A.
President
Northwest Alabama Junior College
Phil Campbell, Alabama

Glasgow, John C.
Math Instructor
Okaloosa-Walton Junior College
Valparaiso, Florida

Goodlett, Henry E.
Dean of Instruction
Central Florida Junior College
Ocala, Florida

Greene, J. Griffen
President
Volusia County Community College
Daytona Beach, Florida

Gruters, B. E.
Electronics
Manatee Junior College
Bradenton, Florida

Gwaltney, Otelia C.
Administrative Asst. to President
Ferrum Junior College
Ferrum, Virginia

Halstead, Robert
Director
Gaston Technical Institute
Gastonia, North Carolina

Hamilton, Marshall
President
North Florida Junior College
Madison, Florida

Hargett, Earl F.
President
Brunswick College
Brunswick, Georgia

Harris, Marm
Business Manager
Brevard Junior College
Cocoa, Florida

Harrison, T. Felton
President
Pensacola Junior College
Pensacola, Florida

Hayes, Will
Director
Alice Lloyd College
Pippa Passes, Kentucky

Haynes, John
Director of Guidance
Brevard Junior College
Cocoa, Florida

Heywood, C. W.
Physics Instructor
Gaston Technical Institute
Gastonia, North Carolina

Hicklin, L. D.
Director of Services
Washington Junior College
Pensacola, Florida

Holmes, Raymond T., Jr.
Business Manager
Ferrum Junior College
Ferrum, Virginia

Hughes, Hal, Director of
Student Personnel
Northeast Mississippi J. C.
Booneville, Mississippi

Hughes, William R.
Dean of Students
Alice Lloyd College
Pippa Passes, Kentucky

Hunter, B. F.
Academic Dean
Copiah-Lincoln J. C.
Wesson, Mississippi

Israel, H. Boyd
Academic Dean
Wingate College
Wingate, North Carolina.

Jackson, William H.
President
Hampton Junior College
Ocala, Florida

Jarnagin, Spencer
Coordinator of Guidance
Abraham Baldwin Agr. College
Tifton, Georgia

King, Maxwell C.
President
Indian River Junior College
Ft. Pierce, Florida

King, William B.
President
Georgia Southwestern College
Americus, Georgia

Knight, E. A.
President
Northeast Junior College
Booneville, Mississippi

Kobasky, Michael G.
Graduate Student
Florida State University
Tallahassee, Florida

Kotchi, Edward F.
Assistant Dean
Jr. College of Broward County
Ft. Lauderdale, Florida

Lee, Mrs. Virginia C.
Associate Librarian
Columbus College
Columbus, Georgia

Lewis, James M.
Registrar
Copiah-Lincoln Junior College
Wesson, Mississippi

McCracken, J. E.
President
Okaloosa-Walton Junior College
Valparaiso, Florida

McDonald, R. J.
Dean
The Marion Institute
Marion, Alabama

Melko, Walter J., Dean
Technical-Vocational Education
College of the Albemarle
Elizabeth City, North Carolina

Mock, W. Lindsey
Director of Guidance
Columbus College
Columbus, Georgia

Montgomery, Douglas
President
East Central Junior College
Decatur, Mississippi

Moore, Marie K.
Registrar
Lake City Junior College
Lake City, Florida

Moore, Robert W.
Director, Student Personnel
Walker College
Jasper, Alabama

Moore, William, Director of
Research and Development
Pensacola Junior College
Pensacola, Florida

Nanney, C. R.
Business Manager
Itawamba Junior College
Fulton, Mississippi

Neely, T. L.
President
North Greenville J. C.
Tigerville, South Carolina

Nix, Catherine
Dean of Women
Gulf Coast Junior College
Panama City, Florida

Oates, Harvey B.
Dean of Administration
Junior College of Broward County
Ft. Lauderdale, Florida

O'Banion, Terry
Dean of Students
Central Florida Junior College
Ocala, Florida

Odom, C. G.
Dean
Perkinston College
Perkinston, Mississippi

Phillips, Herbert
President
Lake City Junior College
Lake City, Florida

Pittman, Jacquelyn, Chairman
Division of Nursing Education
Gulf Coast Junior College
Panama City, Florida

Potter, Edwin E., Jr.
Director, Technical Education
Indian River Junior College
Ft. Pierce, Florida

Proehl, Carl W.
Vice President
Pensacola Junior College
Pensacola, Florida

Pulley, Carolyn
Dean of Students & Registrar
Averett College
Danville, Virginia

Robinson, David G.
Academic Dean
Edison Junior College
Ft. Myers, Florida

Rollins, Charles E.
President
Edison Junior College
Ft. Myers, Florida

Roueche, John
Administrative Assistant
Gaston College
Gastonia, North Carolina

Rowland, David
President
Walker College
Jasper, Alabama

Salatino, A.
Academic Dean
Alice Lloyd College
Pippa Passes, Kentucky

Sample, Charles W.
Dean of Student Personnel
Indian River Junior College
Ft. Pierce, Florida

Sandridge, Sidney E.
Dean & Academic Vice President
Ferrum Junior College
Ferrum, Virginia

Scaggs, William F.
Dean
Meridian Junior College
Meridian, Mississippi

Silver, Letitia, Counselor
Student Personnel
Manatee Junior College
Bradenton, Florida

Solomon, Roger B.
Guidance
Chipola Junior College
Marianna, Florida

Sorenson, Catherine H.
Instructor, Communications
Okaloosa-Walton J. C.
Valparaiso, Florida

Stivers, Earl R.
Director of Services
Manatee Junior College
Bradenton, Florida

Symonds, Merrill A.
Vice President
Pensacola Junior College
Pensacola, Florida

Talmadge, Paul A.
Assistant Dean
North Greenville J C.
Tigerville, South Carolina

Taylor, Jack D.
Dean of Students
Jr. College of Broward County
Ft. Lauderdale, Florida

Teel, John W.
Dean
Georgia Southwestern College
Americus, Georgia

Thomas, H. O.
Dean of Students
Holmes Junior College
Goodman, Mississippi

Thomas, Mrs. Hilary
Instructor
Holmes Junior College
Goodman, Mississippi

Thorne, R. A.
President
Georgia Military College
Milledgeville, Georgia

Thrash, James
Dean
Itawamba Junior College
Fulton, Mississippi

Tinsley, B. R., Director
Technical Education
Manatee Junior College
Bradenton, Florida

Trussler, Lester B.
Director of Admissions
Junior College of Broward County
Ft. Lauderdale, Florida

Tucker, B. J.
Dean of Academics
East Central Junior College
Decatur, Mississippi

Tuten, William H.
Director of Athletics
St. Johns River Junior College
Palatka, Florida

Varney, Harry
Administrative Asst. - Business
Gaston College
Gastonia, North Carolina

Venettozzi, John
Dean, Evening College
Pensacola Junior College
Pensacola, Florida

Vines, Roland H.
Athletic Director
Gulf Coast Junior College
Panama City, Florida

Washington, C. C.
President
Rosenwald Junior College
Panama City, Florida

Westenberger, W. C.
President
Martin College
Pulaski, Tennessee

Wetzler, Wilson F.
Vice President & Dean
Manatee Junior College
Bradenton, Florida

Whetstone, Robert
Dean of College Division
Daytona Beach Junior College
Daytona Beach, Florida

White, Harold
Administrative Assistant
Perkinston College
Perkinston, Mississippi

Whitley, Thomas Y.
President
Columbus College
Columbus, Georgia

Wiggins, G. T.
President
Washington Junior College
Pensacola, Florida

Williams, Paul P.
President
Lake-Sumter Junior College
Leesburg, Florida

Wilson, J. Bruce,
President
Brevard Junior College
Cocoa, Florida

Wilson, Ted
Dean of the College
Gaston College
Gastonia, North Carolina

Woods, R. L.
Registrar
Itawamba Junior College
Fulton, Mississippi

Yow, Vernon
Dean of Men
Abraham Baldwin Agr. College
Tifton, Georgia